

Needs assessment of out-of-school time programs in the District of Columbia



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Abstract

This report describes the current landscape of subsidized out-of-school time (OST) programs in the District of Columbia. The report analyzes where D.C. public school students (DCPS and public charter schools) live and go to school, the known capacity of subsidized OST programs, and potential gaps in OST coverage by geographic area and types of students for school year 2021 -2022. The greatest OST capacity, in raw numbers, is in wards where most students live and go to school. However, the number of students is still proportionally higher than the number of seats.

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Terms & acronyms

504 plan: Geared toward ensuring a student has equitable access to a learning environment. Typically, available to students with a broad range of disabilities, including attention deficit disorders, and mostly operates through accommodations such as additional time for exams.

ACS: American Community Survey

At-risk: A statutory assignment for funding purposes. Defined as students who qualify for Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), have been identified as homeless during the academic year, who under the care of the Child and Family Services Agency (CFSA or “foster care”), and who are high school students at least one year older than the expected age for their grade.

By-right school: Schools with guaranteed seats for students who live in the boundary area.

CBOs: Community-Based Organizations

CHIP: Children’s Health Insurance Program

DCPS: District of Columbia Public Schools

DME: Deputy Mayor for Education

DOES: Department of Employment Services

DPR: Department of Parks and Recreation

English learners: Students with an overall English Language Proficiency (ELP) Level of 1-4.5 on the ACCESS for ELLs 2.0 test administered each year. Students who reach an ELP Level 4.5 or above are considered English Proficient (EP) students and are no longer identified as English Learner students.¹

FPL: Federal poverty line

Immigrant: Those who have moved to D.C. from another country, regardless of immigration status or language spoken.

Individual Education Plan (IEP): Plan for educational benefits including direct services such as speech and occupational therapy. Available to students with

various disabilities including physical impairments and intellectual disabilities.

LEA: Local education agency. These include the District of Columbia Public Schools and Public Charter schools. An LEA can be a single campus school or could have multiple campuses or multiple schools.

MBSYEP: Mayor Marion S. Barry Summer Youth Employment Program

MPD: Metropolitan Police Department

Neighborhood cluster: Boundaries established in the early 2000s based on the professional judgment of the staff of the Office of Planning as reasonably descriptive units of the city for planning purposes. District of Columbia does not have official neighborhood boundaries.

OSSE: Office of the State Superintendent of Education

OST: Out-of-school time

PCS: Public charter schools

SNAP: Supplemental Nutrition Assistance Program

Special populations: This classification is applied in this report to several subpopulations of students, most who need additional services within OST programming such as students with disabilities and English learners.

SPED: Special Education Needs

STEM: Science, technology, engineering, and math

TANF: Temporary Assistance for Needy Families

Title I schools: Schools that received federal funding to support low-income students. Funding is based on the number of students who qualify for free or reduced-price lunch, and can be used to hire teachers, purchase additional materials, or fund before- and afterschool OST programming.

UPSSF: Universal Per Student Funding Formula, which determines how school funding is distributed across LEAs.

Executive summary

This report describes the current landscape of out-of-school time (OST) programs in the District of Columbia.

The report's purpose is to take stock of the existing OST programs in the city and assess whether those programs meet the needs of public school students (including both D.C. public schools and public charter schools).

This report focuses on subsidized OST programs, which include programs funded by federal or local government funds such as programs in Title I schools, programs in non-Title I or charter schools funded by school budgets, and programs provided by community-based organizations (CBOs), which receive grant funding from the District.

The analysis begins with information on where students in D.C. public schools and public charter schools live and go to school. This distinction is important because families may prefer before- and afterschool programs located at or near their students' schools, while they may prefer locations closer to their homes for weekend and summer programs.

Next, the report details the location and capacity of OST programs, specifically focusing on afterschool and summer programs. The existing OST program capacity is then compared to four potential metrics of need to identify what capacity would need to exist to meet the needs under these potential policy goals.

The report then provides coverage information by ward, and a proximity analysis to identify parts of the

city where OST programs are most accessible. The report also presents information on the characteristics of OST providers, challenges faced by providers, and information on the experience of parents and guardians. It concludes with a set of recommendations for the consideration of the Commission on Out of School Time Grants and Youth Outcomes.

Findings

The main findings of the report are the following:

Findings on where public school students live and where they attend school

For school year 2021-22,² audited student level data captures 89,905 students who were enrolled in public schools (DCPS and public charters) across PK3 through grade 12.³ Of these, 68,888 students were enrolled in the elementary or middle schools, and 19,017 were enrolled in high schools.⁴

By where they live, public school students are distributed unevenly across the city. In school year 2021-22, the largest share of students lived in Wards 7 and 8, with 44 percent of elementary and middle school students and 43 percent of high school students residing in these wards. Wards 4 and 5 followed, with 31 percent of elementary and middle school students, and 33 percent of high schoolers. In contrast, the largest share of elementary and middle school students attended public schools located in Ward 5 (19 percent), followed by Wards 4 and 8.

Ward level information on schools and students

	Number of public and public charter schools		Share of students who are not attending their by-right school		Share of students who attend a school in the ward where they live	
	PK3-Grade 8	Grades 9-12	PK3-Grade 8	Grades 9-12	PK3-Grade 8	Grades 9-12
Ward 1	14	2	63%	86%	56%	38%
Ward 2	12	5	75%	n/a	31%	7%
Ward 3	9	1	22%	36%	69%	41%
Ward 4	29	7	67%	83%	61%	45%
Ward 5	41	6	89%	92%	47%	28%
Ward 6	23	3	64%	n/a	35%	13%
Ward 7	35	8	76%	83%	70%	51%
Ward 8	41	5	77%	64%	83%	80%

Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Share of students who are not attending their by-right school is calculated at the ward level based on the school students are attending and not by student residence. There are no by-right high schools in Wards 2 and 6.

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Many students attend a school other than their by-right school. 71 percent of students attending PK3 through grade 8, and 80 percent of students attending high school, attend a school other than their by-right school. However, these shares vary greatly across wards. Schools in Ward 3 have the smallest share of students who are out-of-boundary (22 percent for PK3 through grade 8, and 36 percent for high school), and schools in Ward 5 have the highest share (89 percent and 92 percent respectively). Ward 2 schools (by-right or out-of-boundary) serve the smallest share of students who live in that ward (31 percent for the earlier grade band, and 7 percent for high school). Ward 8 schools serve the largest share of students who live there (83 percent and 80 percent respectively).

Students are deeply segregated by race, ethnicity, and socioeconomic status based on where they live. 60 percent of public school students who are Black live in Wards 7 and 8. In contrast, Wards 2, 3, and 6 collectively account for only 13 percent of Black public school students. Hispanic or Latino students are most concentrated in Wards 1, 3 and 5. White students make up about 13 percent of the public student body, and are concentrated in Wards 3, 4, and 6.

At-risk students are likewise more likely to live in Wards 7 and 8 (61 percent of elementary and middle school

students and 52 percent of high school students). Ward 8, for example, is home to 24 percent of the students enrolled at an elementary or secondary school, but 36 percent of the at-risk students enrolled at the same level. In contrast, Ward 3 holds 7 percent of students enrolled at an elementary or middle school, but only one percent of at-risk students at this level.

A breakdown of students by the ward where their school is located shows that wards could be more diverse in terms of the race and ethnicity of students who attend school within their boundaries, relative to the race and ethnicity of students who live there. But that is largely because many Black students who live in Wards 7 and 8 attend school somewhere outside their home wards. For example, 34 percent of Black elementary and middle school students live in Ward 8, but 26 percent attend school there.

In contrast, more Hispanic or Latino students attend school in Ward 4 compared to those who live there. And more white students attend school in Ward 3 compared to the white students who live in this ward. For example, 28 percent of white students who attend high school live in Ward 3, but nearly half the white students in the city attend high school in this ward.



Findings on the type, location, and capacity of OST providers

OST programs include programs that are located in and operated by D.C. Public Schools and D.C. public charter schools; programs that are operated by other government agencies, specifically those provided by the Department of Parks and Recreation; and programs that are operated by community-based organizations, many of which receive public funding. The Mayor Marion S. Barry Summer Youth Employment Program

(MBSYEP) offers summer work opportunities for youth between the ages of 16 and 24.⁵

During school year 2021-22, there were 150 different providers offering 474 different OST programs serving the District’s public school students through afterschool and summer programming. These providers are summarized below.

Providers collectively offered 30,360 afterschool seats in OST programs at the PK3 through grade 8 level, and

OST providers and programs

	Providers	Programs
Community based organizations	88	92
Public charter schools and non-Title I DCPS schools	58	58
DCPS Title I schools	1	55
Department of Parks and Recreation	1	254
DCPS summer programs	1	14
Department of Employment Services (MBSYEP)	1	1
Grand total	150	474

Source: Provider surveys conducted by the D.C. Policy Center, administrative data from DCPS for Title I schools, administrative data summaries from Department of Parks and Recreation, and administrative data summaries from the Department of Employment Services for the Marion Barry Summer Youth Employment Program.

OST seats by program time, school year 2021-22

Grade band	After school	Summer	Before school	Seasonal sports	Weekends	Seasonal breaks	Single day school closures	Other
PK3 through grade 8	30,360	16,434	9,655	7,698	5,547	4,134	2,695	2,754
Grades 9-12	6,090	15,044	477	528	3,574	2,321	606	880

Source: Provider surveys conducted by the D.C. Policy Center, administrative data from DCPS for Title I schools, administrative data summaries from Department of Parks and Recreation, and administrative data summaries from the Department of Employment Services for the Marion Barry Summer Youth Employment Program.

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6,090 seats at the high school level. In addition, there were 16,434 seats in summer programs for elementary and middle school students (24 percent of enrollment), and 15,044 seats for high school students (80 percent of enrollment), of which, approximately 8,350 (45 percent of enrollment) were seats in the MBSYEP.

OST program providers also provided before school seats, mainly serving students attending elementary and middle schools. Students could also attend seasonal sports organized by DPR (such as football in the fall, basketball in the winter, etc.) but these were organized around practices and games and not offered consistently through the week. There were also programs offered during seasonal breaks, single day closures and other times, and these were mostly organized by CBOs or public charter schools or DCPS schools that are not a part of the Title I program.

Determining the need and demand for OST programs is difficult since these metrics are driven by complex

factors such as policy objectives, family interest and various barriers that can prevent participation.

This report defines four potential metrics of need for OST programs, based on different policy goals.

These metrics are universal coverage, broad income targeting (300 percent of the federal poverty line), students with at-risk status, and narrow income targeting (100 percent of the federal poverty line). The table below shows the gaps in number of seats based on these need metrics.

In afterschool programming, the city faces seat shortfalls in all four metrics except narrow income targeting at the PK3 through grade 8 level as well as at high school level. For summer programming, existing capacity is not sufficient to provide full coverage under any of the need metrics at the PK3 through grade 8 level. In contrast, the only metric under which summer programs are not sufficient under the high school level is universal coverage.

Gaps in OST coverage based on four need metrics

Goal	Afterschool		Summer	
	PK3-Grade 8	Grades 9-12	PK3-Grade 8	Grades 9-12
Universal coverage	(39,528)	(12,927)	(53,454)	(3,974)
Broad income targeting	(24,777)	(8,923)	(38,708)	116
At-risk	(3,332)	(3,029)	(17,258)	5,924
Narrow income targeting	2,334	1,235	(1,592)	10,188

Source: Analyses developed by the D.C. Policy Center.

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Existing seat capacity at the high school level would cover 80 percent of all students, but more than half of these slots are those offered under MBSYEP.

OST capacity has grown since 2017. Comparing these findings to findings from the 2017 study reveals that the number of OST seats has grown faster than the number of public school students, reducing gaps under the universal coverage metric, especially for the PK3 through grade 8 grade band for afterschool programs, and all grade bands for summer programs. Consequently, gaps have narrowed for at-risk students and from households under narrow income targeting.

The data presented here are not the total universe of OST programming, nor are they a complete estimation of the demand and needs of students in the District. Importantly, the analysis considers only whether a seat would be available to a student, not whether programs match the needs of students and families.

Barriers to participation may prevent students from accessing OST programs, including language barriers, transportation, hours of OST programs, and care needed for students with disabilities.

The existing seat capacity in afterschool programs can serve 43 percent of students enrolled at

OST coverage rates by ward for afterschool programs, by grade band, student residence, and where students go to school



Source: Public school student counts by their ward of residence obtained from the DME, and capacity data compiled by the D.C. Policy Center.

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elementary and secondary schools. For these grade bands existing summer programs can serve 23 percent of students. For afterschool programs serving students in PK3 through grade 8, Wards 2 and 5 have the greatest coverage rate (82 percent and 60 percent respectively), when comparing seats in each ward to students who live in that ward.

But that picture changes considerably when comparing seats in each ward to students who attend school in that ward. Under this metric, Wards 2, 5 and 6 lose considerable ground because many students who attend school in these wards travel from some other ward. Wards 7 and 8 have more favorable outcomes when comparing the number of seats to students who attend school there (as opposed comparing seats to students who live there) because many children and youth who live in these wards attend school in another ward.

For high school students, the citywide coverage rate is 33 percent for afterschool programs and 35 percent for summer programs (excluding the seats MBSYEP—when those seats are included, the coverage rates goes up to nearly 100 percent). Coverage rates vary greatly across the city and are even more sensitive to whether they are being measured against ward of residence or ward of school attended: in Ward 2, there is an OST program for only one in four high school students attending school there, but when measured against the number of high school students living there, that number exceeds one. This is partly because there are no by-right high schools in Ward 2. Similar patterns are observed Ward 6, which also does not have a high school.

Across the entire city, on average, each student attending PK3 through grade 8 has 948 seats within one mile of their home. This number is highest in Ward 1 (1,502 seats within a mile of the average student), and much lower in Wards 7 and 8 (even though there are many more seats, there are also many more students, resulting in 729 and 870 seats within a mile respectively).

Findings on challenges reported by providers

The D.C. Policy Center administered surveys to collect information on capacity and program characteristics to community based organizations (CBOs) and to non-Title I schools and public charter schools. The Policy Center received responses from 180 providers including 102 CBOs and 78 schools. Most OST providers operate within a single Ward, offer programs

five or more times a week, and offer programs that last between 2 and 4 hours a day.

During school year 2021-22, providers experienced variable student enrollment, observed an increased level of absenteeism, and often struggled to retain staff and keep up with rising costs.

Providers mentioned several obstacles to operating OST programs at current levels and expanding services including hiring and retaining qualified staff, rising costs, obtaining funding and the timing of grant distributions, highly variable enrollment and attendance, difficulties finding space for programs, and increased needs of participants including direct service provision and mental health supports.

Findings on challenges reported by parents and guardians

Parents Amplifying Voices in Education (PAVE) administered two surveys to parents—one in English and one in Spanish—inquiring about participation in OST programs, expectations from such programs, and challenges experienced by families in accessing programs.

Transportation, distance, and finding program information where among the biggest challenges families faced in accessing OST programming. Many parents and guardians expressed that information on OST programs was difficult to find, including information on when program sign-ups occurred, how to sign up, what services programs offered, and how much programs cost. This was especially prevalent for people who do not have internet or devices, have language barriers, are essential workers and cannot be online at certain times during the day, or are caring for children with special care needs.

Adding to this issue, previous ties between programs and families have been broken by the pandemic, leading to programs having difficulties recruiting families and families having trouble finding information. Parents most frequently cited children's schools as a source of information, while on the other hand, providers often mentioned difficulties working with schools to get space or disseminate information.

When asked about why students may not participate in OST programming, the most frequently mentioned concern was affordability, followed by transportation and difficulties getting into programs. These concerns are not evenly distributed across the city: more Ward 8 parents cite conflicts with work schedules, lack

of transportation, and programs being too far away. Ward 4 had the highest share of parents who said that participation was hindered because programs could not meet students' specific needs.

Recommendations

Many of the following recommendations relate to challenges collecting more data and information on OST programs, including the need to measure the demand for programs, specific needs of students, and provide comprehensive information about existing programs to students and families.

Recommendations on improving data collection and coordination

- Collect standardized data about OST programs provided by the District government and organizations that receive government funding.
- Collect information on OST programs operated by fully private providers that do not receive public funding.
- Increase coordination between OSSE and the OST office to develop a better understanding of the role of licensed child development centers in the OST landscape.

Recommendations for further research and action

- Study OST provider costs, financing, and pricing models.
- Study the participation constraints families and youth face that prevents them from participating in OST programs by participant and program characteristics such as location, type of programming, and services provided.
- Conduct further research on challenges facing groups who need additional care or special accommodations.
- Develop quality and effectiveness benchmarks.
- Monitor bottlenecks from the staff background clearance process.

Recommendations on community engagement and information dissemination

- Improve communication about OST programming and services through public events.
- Engage schools as sources of OST information.
- Redesign Learn 24 website and update how the information is populated on this website to

make it more informative and useful for families and students.

About the data

This report relies on several data sources.

Office of the Deputy Mayor for Education (DME)

The assessment of needs uses audited student level data obtained from the Office of the Deputy Mayor for Education (DME), which has been matched with neighborhood clusters as defined by the Office of Planning, and city wards adopted in 2022 based on the 2020 Decennial Census. Data received from DME are audited enrollment data for school year 2021-2022, as of October 5, 2021. Students are grouped into grade bands by using grade level information provided in these data, corresponding to grade levels identified for each student for Uniform Per Student Funding Formula (UPSFF) purposes. The data exclude students identified as adult, alternative, or special education (for grade level purposes). They also exclude one charter school that is not coded as adult or alternative but serves older students who are typically in the labor force.

Capacity data

OST capacity data have been compiled through:

1. A survey of Community Based Organizations (CBOs), charter schools and non-Title I schools about the programs they offer;
2. Supporting data from the DME on CBOs that receive OST grants;
3. Administrative data from DCPS for programs offered at Title I schools;
4. Summary data obtained from Department of Parks and Recreation on summer programs, afterschool programs, and seasonal sports programs;
5. Summary data from the Department of Employment Services on the Marion Barry Summer Youth Employment Program; and
6. Other data directly collected from CBOs and providers through interviews.

In addition, the D.C. Policy Center benefited from two surveys to parents and guardians conducted by DC PAVE (one in English, one in Spanish). Additional information about the methods used to develop these estimates can be found in the Appendix.

1. Introduction

Out-of-school time (OST) programs are important to parents of younger students and youth in the District of Columbia.

Out-of-school time programs include those offered before or after school, over the summer, on weekends, and during school breaks or long weekends when school is not in session. These programs can be focused on sports, arts, STEM, or creative development, and may teach new skills, or offer academic support.

OST programs serve multiple roles, ranging from providing quality supervision for younger children during traditional work hours, to offering first steps into workforce for older youth. Quality programs may provide children and youth with academic support and enrichment,⁶ supportive social environments,⁷ or simply serve as a safe space for children and youth to spend their out-of-school time.⁸ Programming can support the learning and development of children, foster social connections and development, provide childcare, or supplement academic learning. Research has suggested that high-quality⁹ OST programming is associated with improved academic performance and attendance, increased engagement, and development of career skills.

The availability and quality of afterschool or summer programs matter for many reasons¹⁰ and are especially important for children and youth facing barriers to academic success.¹¹ As such, it is imperative that we understand the existing landscape of OST programs in the District, as well as whether those programs are available to D.C. students and meet their needs.

However, access to programs and programming content is not equal across the District. Low-income families are more likely to report dissatisfaction in afterschool options and are less likely to be enrolled in out of school time programs. At the same time, low-income families report greater interest in out-of-school time programming than wealthier households.¹² Additional concerns are also often raised about access to programs and appropriate programming content for English learners and students with disabilities. Addressing these needs can be challenging, as barriers stem from transportation, scheduling, lack of information or communication about programs, and affordability of programs.

In 2017, the D.C. Policy Center published a landscape analysis¹³ of out-of-school programs in D.C. that focused on the existing programs by ward and whether those programs were adequate to meet the needs of students based on various policy goals. The study found that at that time, there were an estimated 33,400 children and youth attending subsidized afterschool programming in the District of Columbia, including an estimated 28,700 D.C. children between pre-K and 8th grade, and an estimated 4,700 youth in grades 9 through 12.

The study also compared these capacity figures to different metrics of needs. For example, offering a seat to all students in D.C. public schools and public charter schools would have required 83,400 seats—nearly 2.5 times the capacity at the time. Alternatively, ensuring that every student with the statutory “at-risk” designation had a space in OST programs would have required an additional 6,500 seats (assuming these students are given priority for attending OST programs).

The 2017 report also found that there were not enough affordable or free programs, that funding was not

sufficient to cover provider’s needs, and that parents and caregivers needed to piece together multiple forms of care to ensure activities for children outside of school hours.

Goals of this report

This report reexamines the need for and the capacity of out-of-school time programs in the District of Columbia. The report focuses on the 2021-2022 school year—the first year of in-person learning since the beginning of the COVID-19 pandemic. The report examines the potential need for out-of-school time programs, the capacity of existing programs, and whether the capacity can meet needs across the entire city and for special student populations (such as students who are designated as at-risk, students with special education needs and English learners).

It also brings forward qualitative data on the changes brought on (or amplified) by the COVID-19 pandemic, and challenges faced by providers, families and youth attending programs. The analysis largely focuses on afterschool and summer programs, which are the most prevalent and often integral in a student’s daily activities and learning development.

National context

While this report focuses on D.C., it is important to provide some national context on the availability of and access to OST programs, and how the city performs relative to the rest of the country. Unfortunately, no comprehensive administrative data exist on seat counts at the state, local, or school district level. The only nationally comprehensive data on OST programs are produced by the Afterschool Alliance. These data extrapolate participation and exclusion metrics based on household surveys. The data are released at the state level, except for a handful of metro areas. The comparison of D.C.—a city—to other states is problematic since access to OST programming in rural parts of the country is limited.

Notwithstanding these limitations, data from the 2020 Afterschool Alliance report (which collected information both before and after the pandemic began) shows that OST (and specifically afterschool) participation among children and youth in the District of Columbia was 24 percent that year.¹⁴ This participation rate ranks at the

top of all states and is only second the Los Angeles (25 percent) when measured at the metropolitan area level.

The report finds that in 2020, 13 percent of District’s children and youth were unsupervised between the hours of 3PM and 6PM (same as the national share). The District particularly outperforms the rest of the country on inclusion: according to the report, at the national level, for every child enrolled in OST programs, there are three others who are excluded and would have attended a program if available. In the District of Columbia, this number is one.

The timing of the 2020 report, which was issued after the beginning of the pandemic, could be dampening participation rates. According to this report, the participation rate in D.C. declined from 35 percent in 2014 to 24 percent in 2020. This could be due largely the impact of the pandemic. As will be shown in this report, during the 2021-22 school year, there were approximately 36,460 seats in afterschool programs serving 88,482 public school students. This brings the participation rate in OST programs to slightly above 41 percent (Figure 1).

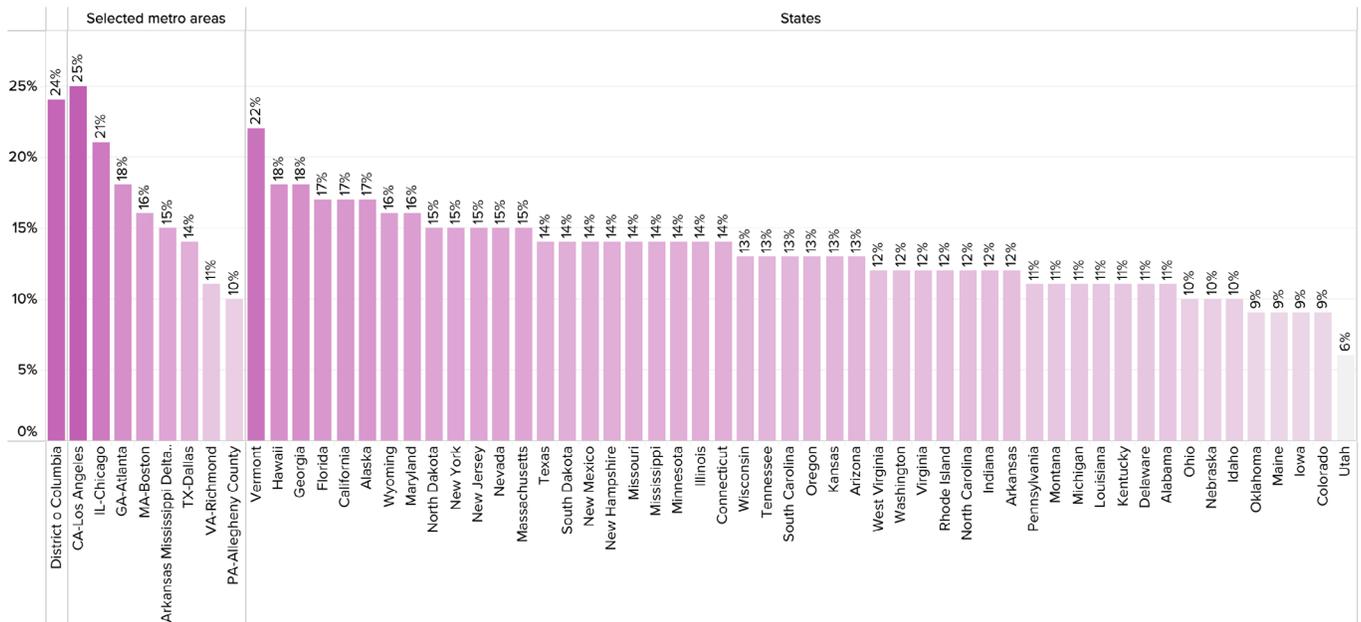
Data sources

This report relies on multiple data sources. The assessment of needs uses student level data obtained from the Office of the Deputy Mayor for Education (DME), which have been geocoded for both student residence and school location at the census block, block group, and track levels and have also been matched with neighborhood clusters defined by the Office of Planning and city wards adopted in 2022 based on the 2020 Decennial Census. Data received from DME are audited enrollment data for school year 2021-2022, as of October 5, 2021. Students are grouped into grade bands by using grade level information provided in this dataset, which corresponds to grade levels identified for each student for Uniform Per Student Funding Formula (UPSFF) purposes. The data exclude students identified as adult, alternative, or special education (for grade level purposes). They also exclude one charter school that is not coded as an adult or alternative school but serves older students who are typically in the labor force.

The capacity data have been compiled through:

1. A survey of Community Based Organizations (CBOs), charter schools and non-Title I schools about the programs they offer;

Figure 1. Participation in afterschool programs, by state, and selected metropolitan areas, 2020



Source: Afterschool Alliance, America After 3PM, 2020

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2. Supporting data from the DME on CBOs that receive OST grants;
3. Administrative data from DCPS for programs offered at Title I schools;
4. Summary seat data obtained from Department of Parks and Recreation on summer programs, afterschool programs, and seasonal sports programs;
5. Summary seat and participant data from the Department of Employment Services on the Marion Barry Summer Youth Employment Program; and
6. Other data directly collected from CBOs and providers through interviews.

In addition, the two surveys administered by the D.C. Policy Center with program providers and two parent surveys conducted by DC PAVE (one in English, one in Spanish) provide qualitative information on challenges faced by the CBOs, parent and youth preferences, and bottlenecks, including those that might have been amplified by the COVID-19 pandemic.

Limitations and omissions

It is important to note that the analysis presented in this report is subject to certain limitations and omissions:

- On the supply side, the total count of seats reported is the summation of what is reported by providers and is therefore likely an undercount because it is likely that there are providers that did not receive the D.C. Policy Center questionnaire (we do not know the full universe of providers) and there are providers that did receive the questionnaire but did not respond. While non-response rates are known,
- The seat counts do not include all programs offered at child development facilities that are licensed by OSSE. Some afterschool program providers are also licensed as child development centers with OSSE and can offer before- and afterschool or summer programs to school-age public school students. According to the February

2023 Child Development Facility report published by OSSE, facilities licensed by OSSE have capacity to serve 4,640 school-aged children. Some, but not all of these slots are captured in this report. In addition, OSSE licensees serve pre-school age children, including in some cases children who are enrolled in the noncompulsory PK3 and PK4 grades at a DCPS or charter school and attend a licensed child development facility for out-of-school time care. These slots are also excluded from the overall seat count because we cannot reliably determine how many licensed preschool slots are serving students enrolled in DCPS or public charter schools. Some children attending afterschool programs in OSSE-licensed facilities may be eligible for childcare subsidies to cover the costs of their attendance (Table 1).

Table 1. Seat capacity at licensed child development facilities, 2023

Authorized capacity	Slots for preschool-age children	Slots for school-age children
25,924	10,394	4,640

Source: February 2023 Child Development Facilities listing, published by OSSE. Available at <https://osse.dc.gov/publication/child-development-facilities-listing>.

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Note: Excludes providers with expired licenses, providers that are temporarily closed, and at-home providers.

Organization of this report

This report begins, in Chapter 2, with an analysis of where public school students live and attend school, and how this changes at the ward and neighborhood cluster level by different student characteristics. This section also provides various estimates of need based on different priorities the city may adopt given what we know about public school students.

Chapter 3 focuses on capacity of programs separately for elementary and middle school students and high school students. This section examines program

capacity by type (afterschool and summer), location, proximity to students, and different types of offerings.

Chapter 4 introduces four metrics of need and identifies gaps in seat availability and how these gaps change for different student groups. This section provides coverage rates at the ward level, comparing the number of seats in each ward to the number of students living in and attending school in those wards.

Chapter 5 develops coverage maps at the ward level which compare the number of seats available in each ward to the number of students who live there, and alternatively attend school there. This section also presents a proximity analysis (and maps), counting seats that are within a certain distance of students' homes at the census block level.

Chapter 6 provides characteristics of providers who responded to the D.C. Policy Center surveys including information on frequency of program offerings, information about the providers themselves, and challenges faced by providers.

Chapter 7 brings in qualitative information from parents collected through surveys, one parent listening session, including information on family expectations, how families and youth find OST programs, and barriers faced by parents and students in attending OST programs.

Chapter 8 concludes with recommendations.

The Appendix provides additional data and a detailed methodology.

2. Demographic characteristics of students in the District of Columbia

This section uses public school enrollment information to examine where students live, where they attend school, and how student residence and school location vary across the city and with various student characteristics.

The analyses are based on student-level data for public school enrollments for school year 2021-22, aggregated at the ward and neighborhood cluster level. The analyses presented include students enrolled in PK3 through Grade 12.¹⁵ The analyses consider both where students live and where they attend school, as both locations are important in determining the availability of and access to out of school time program seats.

The report presents information on the location of students' residence and where they attend school at the ward and neighborhood cluster level, broken down by students' race and ethnicity, at-risk status, special

education needs, and English learner status. This information is presented separately for PK3 through grade 8 (elementary and middle school) and grades 9 through 12 (high school).¹⁶ Data tables at the ward level are included in the appendix to this report.

For school year 2021-22,¹⁷ student level data capture 89,905 students who were enrolled in the District's public schools (DCPS and public charter schools) across grades PK3 through 12. Of these, 68,888 students were enrolled at the elementary or middle school level, and 19,017 were enrolled in high schools.

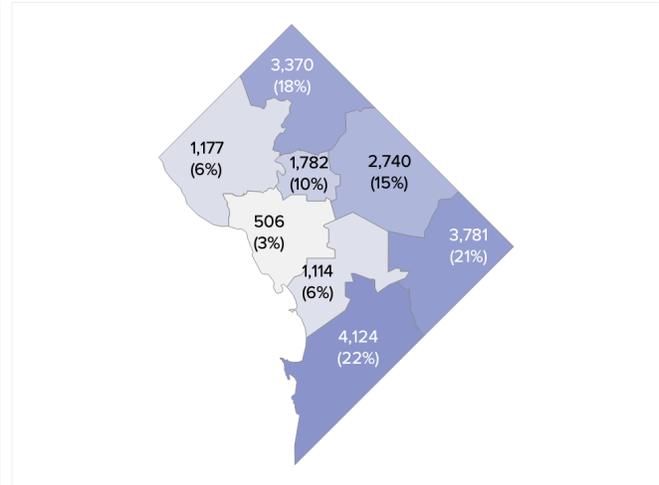
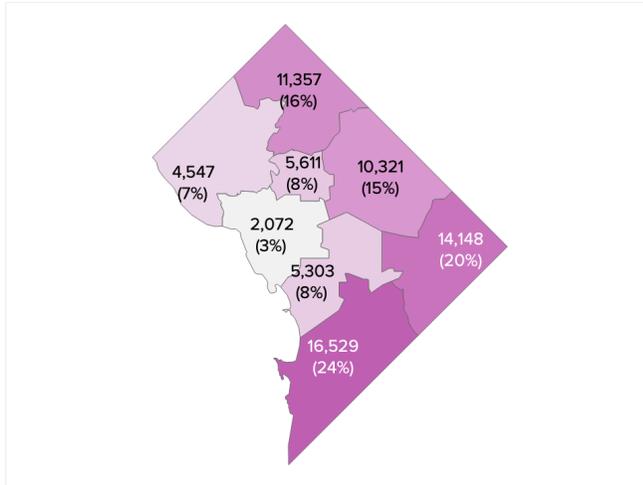
Public school students by their residence

Public school students are unevenly distributed across the District's eight wards and 46 neighborhood clusters (39 clusters are residential and seven are typically nonresidential clusters).¹⁸ Distribution of students across wards and neighborhoods follows zoning patterns, housing characteristics, and housing values, which, in turn, shape the demographic and socioeconomic

Figure 2. Public school students by ward and neighborhood of residence, school year 2021-22

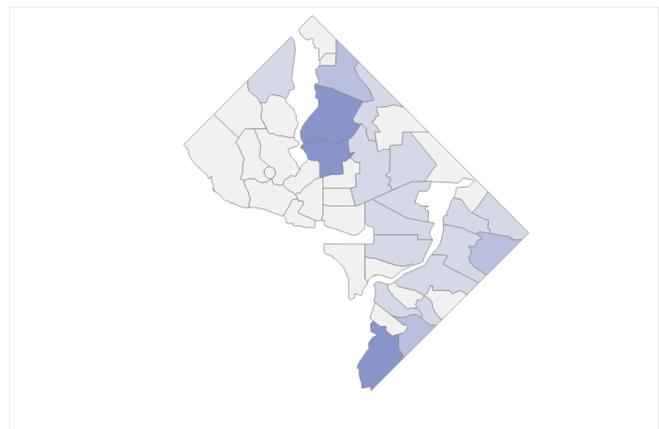
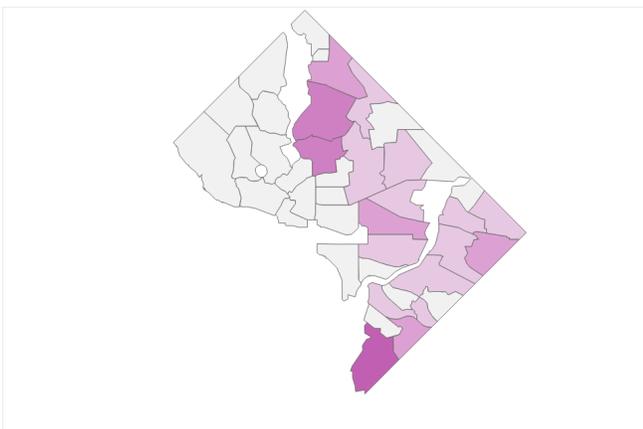
PK3 through grade 8

Grades 9 through 12



PK3 through grade 8

Grades 9 through 12



Share of students



Share of students



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded.

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characteristics of neighborhoods. While each ward is administratively drawn to hold about the same size population, the population of school age children across wards (and neighborhoods), and public school participation, can vary greatly (Figure 2).

In school year 2021-22, Wards 7 and 8 were home to 44 percent of elementary and middle school students and 43 percent of high school students. Wards 4 and

5 followed, with 31 percent of elementary and middle school students, and 33 percent of high schoolers. Only about 3 percent of students live in Ward 2 (which is about the same as the share of school aged children who live in this Ward).¹⁹ Ward 3 is home to 6 percent of students while Ward 6 holds 7 percent. In both of these wards, private school participation is relatively high (an estimated 49 percent in Ward 3, and 38 percent in Ward 6—see Appendix figure 2).

Maps drawn with the same information at the neighborhood cluster level show that public school students live is even more concentrated that ward level maps reveal. For example, nearly a quarter of public school students live in three neighborhood clusters and are home to about more than seven percent of public school students.²⁰ Three others each hold five to seven percent of students.²¹ In contrast, in 25 out of the 39 residential neighborhood clusters, mostly concentrated in the western half of the city, only about 2 percent of public school students live. These clusters are generally parts of the city that look suburban, dominated by single family homes located in large lots.

Race and ethnicity

Broken down by race and ethnicity, 64 percent of public elementary and middle school students and 67 percent of high school students are Black, and the majority of these students live in Wards 7 or 8. (60 percent of public school students who are Black live in one of these wards.) In contrast, Wards 2, 3, and 6 collectively account for only 13 percent of Black public

school students. Hispanic or Latino students make up the second largest group, and account for about 17 percent of public school students. They are most concentrated in Wards 1, 3, and 5. White students make up about 13 percent of the public student body, and are concentrated in Wards 3, 4, and 6 (Table 2).

Mapping where students live at the neighborhood cluster level more clearly captures the degree of housing segregation across the city. There are only two neighborhoods that hold a significant share of students from different races and ethnicities (but not Black students): the Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View cluster in Ward 1, and the Brightwood Park, Crestwood, Petworth cluster in Ward 4. Black students are concentrated in five neighborhoods in Wards 7 and 8, and white students are concentrated in three neighborhoods in Ward 3, in addition to Columbia Heights, Brightwood, Petworth, and neighborhoods around Capitol Hill (Figure 3).

Table 2. Public school students by race/ethnicity and residence of ward, school year 2021-22

		Black		Hispanic/Latino		White		Other	
		Number of students	Share across all wards	Number of students	Share across all wards	Number of students	Share across all wards	Number of students	Share across all wards
PK3-Grade 8	Ward 1	2,028	5%	2,368	20%	894	9%	321	9%
	Ward 2	829	2%	538	5%	437	4%	268	7%
	Ward 3	475	1%	664	6%	2,702	27%	706	20%
	Ward 4	4,137	9%	4,289	37%	2,266	22%	665	18%
	Ward 5	6,633	15%	2,040	18%	1,105	11%	543	15%
	Ward 6	2,568	6%	336	3%	1,929	19%	470	13%
	Ward 7	12,549	28%	794	7%	508	5%	297	8%
	Ward 8	15,351	34%	534	5%	303	3%	341	9%
	Total	44,570	100%	11,563	100%	10,144	100%	3,611	100%
Grades 9-12	Ward 1	636	5%	960	25%	135	8%	51	8%
	Ward 2	218	2%	158	4%	70	4%	60	9%
	Ward 3	208	2%	160	4%	655	40%	154	24%
	Ward 4	1,358	11%	1,502	40%	351	22%	159	24%
	Ward 5	1,977	16%	624	17%	72	4%	67	10%
	Ward 6	733	6%	47	1%	271	17%	63	10%
	Ward 7	3,485	28%	198	5%	40	2%	58	9%
	Ward 8	3,929	31%	120	3%	35	2%	40	6%
	Total	12,544	100%	3,769	100%	1,629	100%	652	100%

Source: Student level data obtained from the Office of the Deputy Mayor for Education.

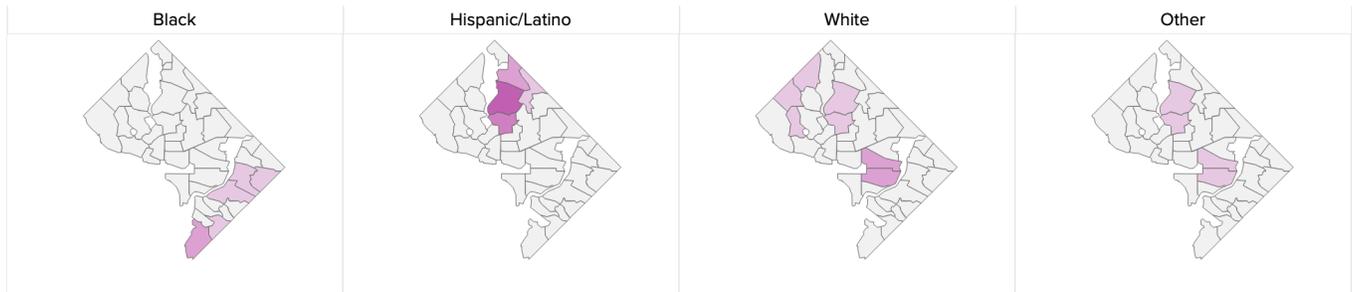
Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded. The "Other" category includes students identified as Asian, multi-racial, and all other race groups.

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Figure 3. D.C. public school students by race and ethnicity, and neighborhood of their residence, school year 2021-22

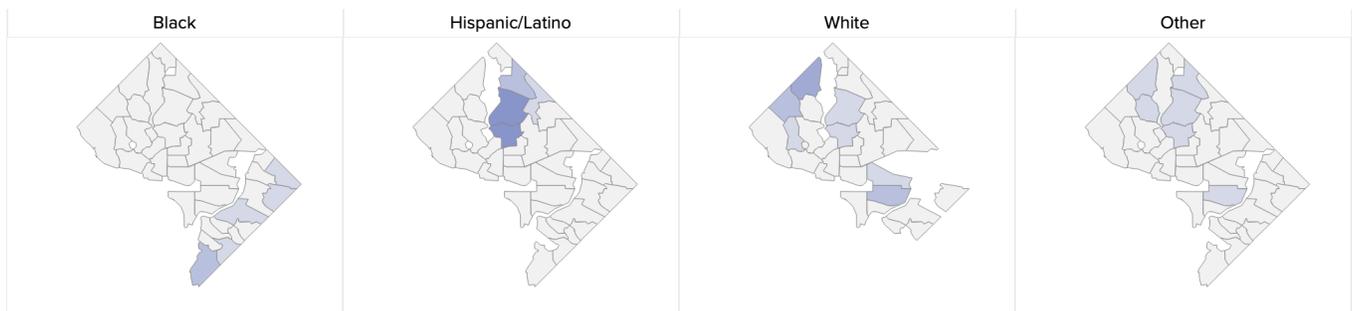
PK3 through grade 8



Share of students



Grades 9 through 12



Share of students



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded. The "Other" category includes students identified as Asian, multi-racial and all other race categories.

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At-risk status

Students who receive the statutory “at-risk” designation for funding purposes include those who are experiencing homelessness, in the foster care system, qualify for TANF or SNAP programs, and over-age high school students.

In the District, 47 percent of students who attend elementary or middle schools (32,722 students) are designated as at-risk. Given this significant share, the residential distribution of at-risk students mostly resembles the distribution of the entire public student body. However, because of how at-risk is defined,

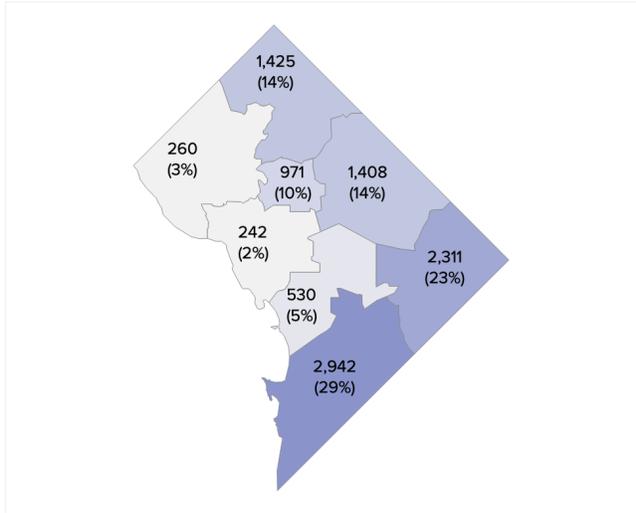
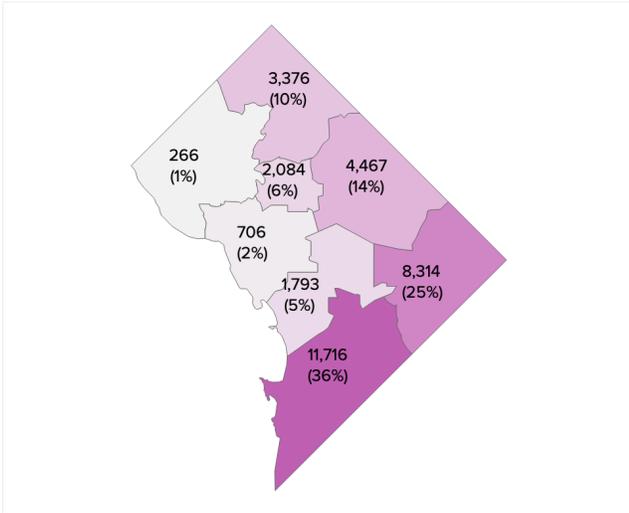
students in this category are even more concentrated in lower-income parts of the District of Columbia, in Wards 7 and 8.

Ward 8, for example, is home to 24 percent of the students enrolled at an elementary or secondary school, but 36 percent of the at-risk students enrolled at the same level. In contrast, Ward 3 holds 7 percent of students enrolled at an elementary or secondary school, but only one percent of at-risk students at this level. At the neighborhood level, Congress Heights, Bellevue, Washington Highlands cluster is home to 14 percent of at-risk students attending elementary or middle school. This is twice the share in the next

Figure 4. D.C. public school students designated as at-risk by ward and neighborhood of residence, school year 2021-22

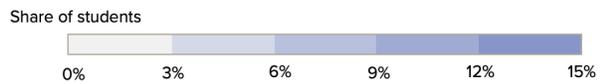
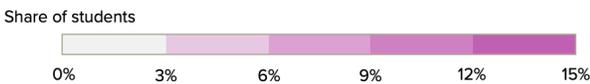
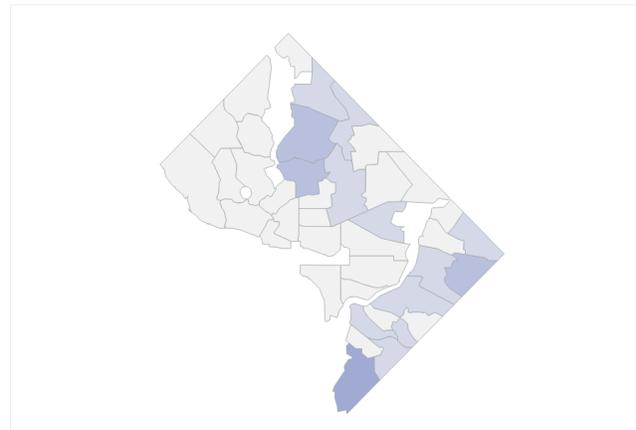
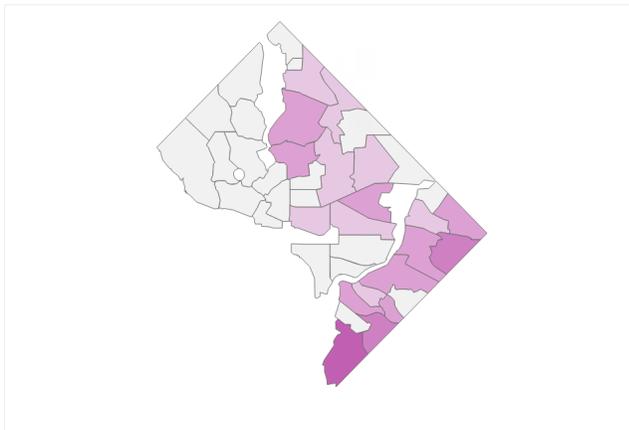
PK3 through grade 8

Grades 9 through 12



PK3 through grade 8

Grades 9 through 12



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded.

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highest-concentration neighborhood (the neighboring Douglas, Shipley Terrace cluster, which holds 7.3 percent of at-risk students at this band—Figure 4).

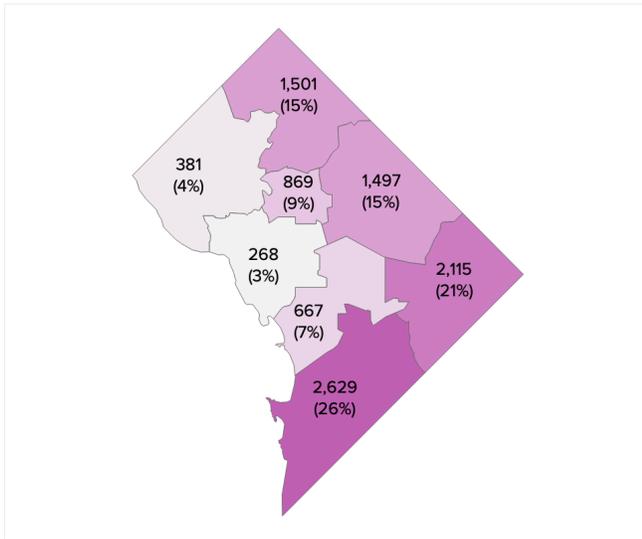
Students with special education needs

During school year 2021-22, 13,214 students across all grade bands (or 15 percent of public school students)

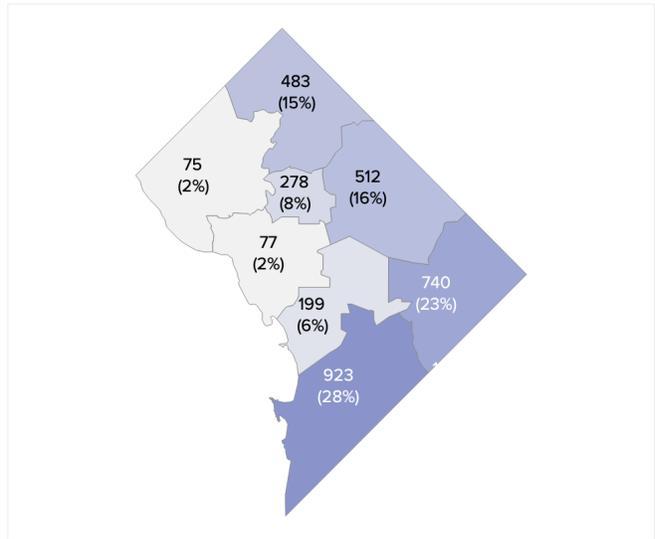
were identified as students with special education needs. Of these students, 9,927 (three quarters of all students with special education needs) were enrolled at an elementary or middle school, and 3,287 were enrolled at a high school. The distribution of students with special education needs across wards and neighborhoods resembles the overall student distribution, with Wards 7 and 8 holding a significantly

Figure 5. D.C. public school students with special education needs, by ward and neighborhood of residence, school year 2021-22

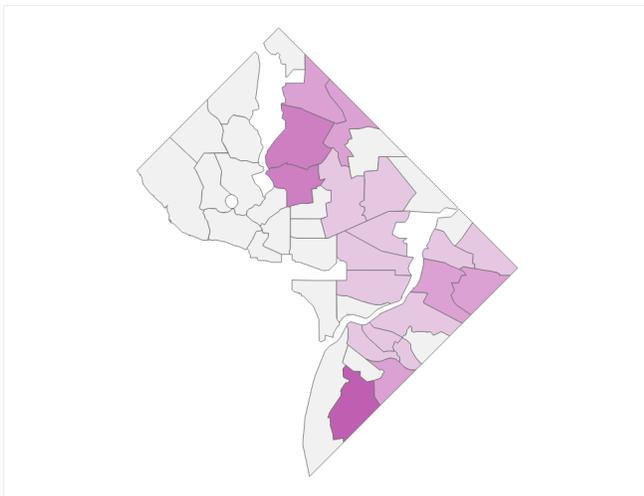
PK3 through grade 8



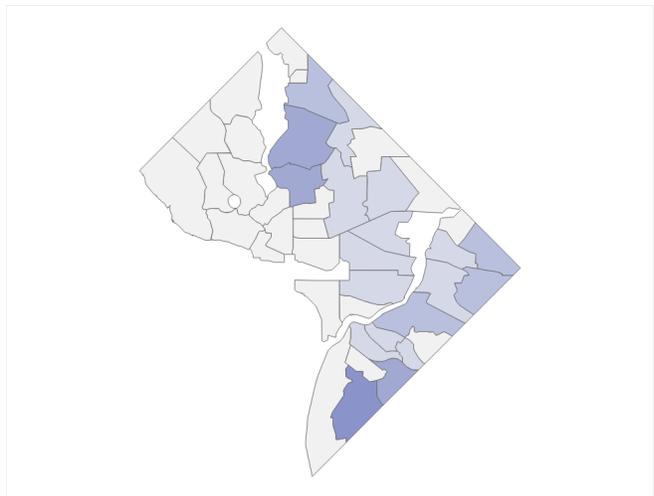
Grades 9 through 12



PK3 through grade 8



Grades 9 through 12



Share of students



Share of students



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded.

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higher concentration of students with special education needs compared to the entire public school student body (Figure 5).

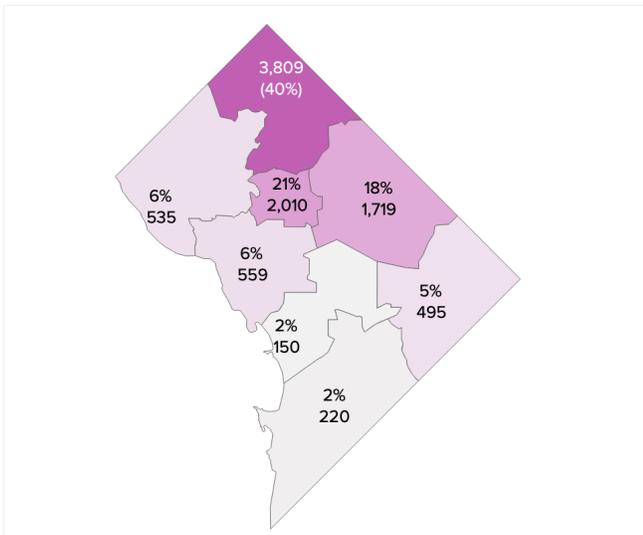
English learners

The 11,240 students who were identified as English learners made up about 13 percent of all public school

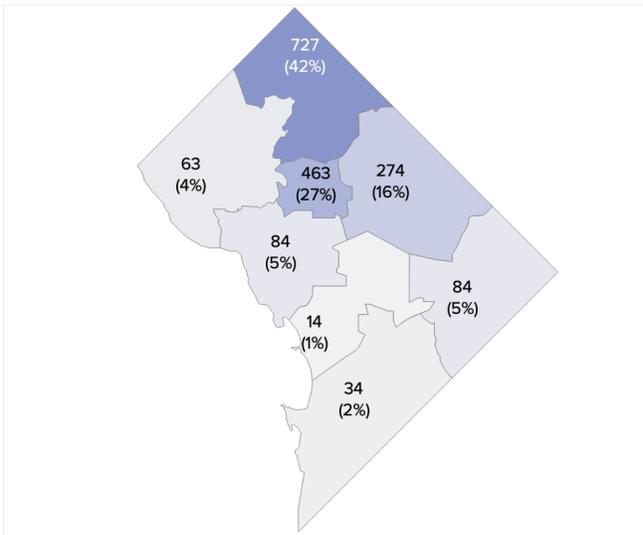
students during school year 2021-22. These students were heavily concentrated at the elementary and middle school levels (85 percent of English learners are enrolled at the PK3 to grade 8 band). This is likely because students who enroll in D.C. public schools and public charter schools at early grades eventually exit out of the English learner status as they move to upper grades (Figure 6).

Figure 6. English learners, by ward and neighborhood of residence, school year 2021-22

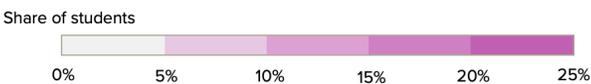
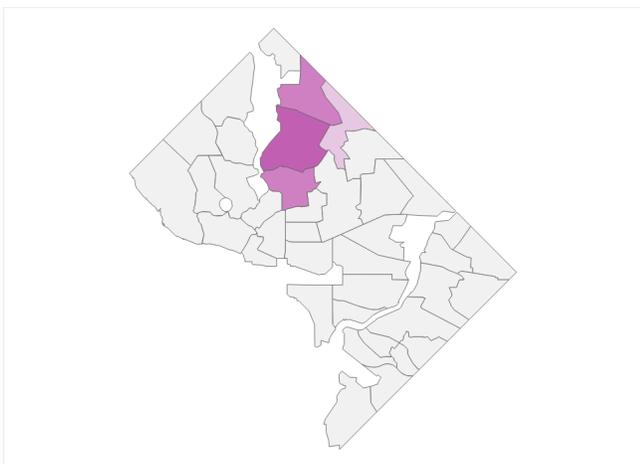
PK3 through Grade 8



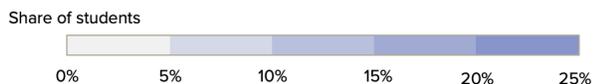
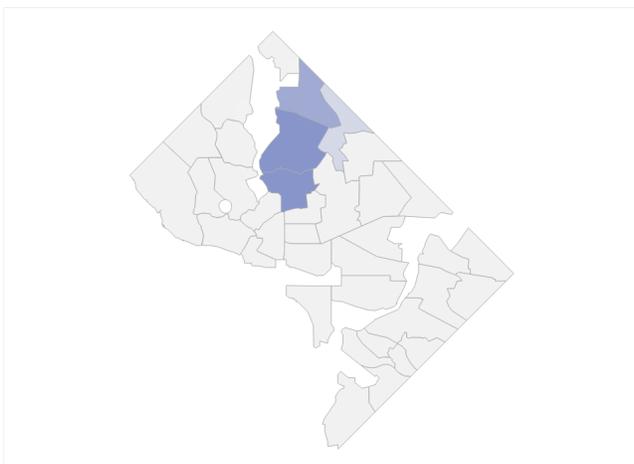
Grades 9 through 12



PK3 through grade 8



Grades 9 through 12



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded.

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The geographic distribution of English learners is unique, with these students heavily concentrated in three wards (Wards 1, 4 and 5) and especially in three adjoining neighborhoods. Ward 4 alone is home to over 40 percent of English learners, and

the three neighborhoods that begin at Takoma in the northeastern border of the city and span through Columbia Heights in the south collectively account for over 60 percent of English learners who attend public schools in the District.

Public school students by the location of their school

For OST programs, where students attend school matters as much as where students live. This is especially true for afterschool programs at earlier grades since programs located at the students' school (or within an easy and safe walking distance of a school) might be the most convenient options (Table 3).

In the District of Columbia, where students attend school looks very different from where they live. This is the case for a number of related reasons:

- First, many public schools accept students from all wards and neighborhoods: fewer than half of D.C. public schools and public charter schools—98 out of 249 — are by-right schools, with seats guaranteed for students who live in a boundary area.²²
- Second, only 28 percent of public school students attend their in-boundary by-right school; 46 percent attend charter schools, and 27 percent attend city-wide DCPS schools or a DCPS school other than their by-right school. There are no by-right high schools in Wards 2 and 6.
- Third, schools that accept out-of-boundary students (charters and citywide schools) are not distributed evenly across the city. Wards 1, 2, and 3 have relatively fewer schools, whereas Ward 5 has 42 elementary and middle schools, and Ward 7 has 8 middle schools. This distribution reflects the availability of school facilities, which is an important factor for charter schools.
- Finally, the presence of charter and city-wide DCPS schools bring to a ward or neighborhood a lot of students from other parts of the city. Across Ward 5 high schools, for example, 92 percent of students are attending a school other than their by-right school, although only 28 percent live in Ward 5. In contrast, across all schools located in Ward 8, 64 percent of all high school students are

Table 3. School and attendance characteristics by ward, school year 2021-22

	Number of public and public charter schools		Share of students who are not attending their by-right school		Share of students who attend a school in the ward they live	
	PK3-Grade 8	Grades 9-12	PK3-Grade 8	Grades 9-12	PK3-Grade 8	Grades 9-12
Ward 1	14	2	63%	86%	56%	38%
Ward 2	12	5	75%	N.A.	31%	7%
Ward 3	9	1	22%	36%	69%	41%
Ward 4	29	7	67%	83%	61%	45%
Ward 5	41	6	89%	92%	47%	28%
Ward 6	23	3	64%	N.A.	35%	13%
Ward 7	35	8	76%	83%	70%	51%
Ward 8	41	5	77%	64%	83%	80%

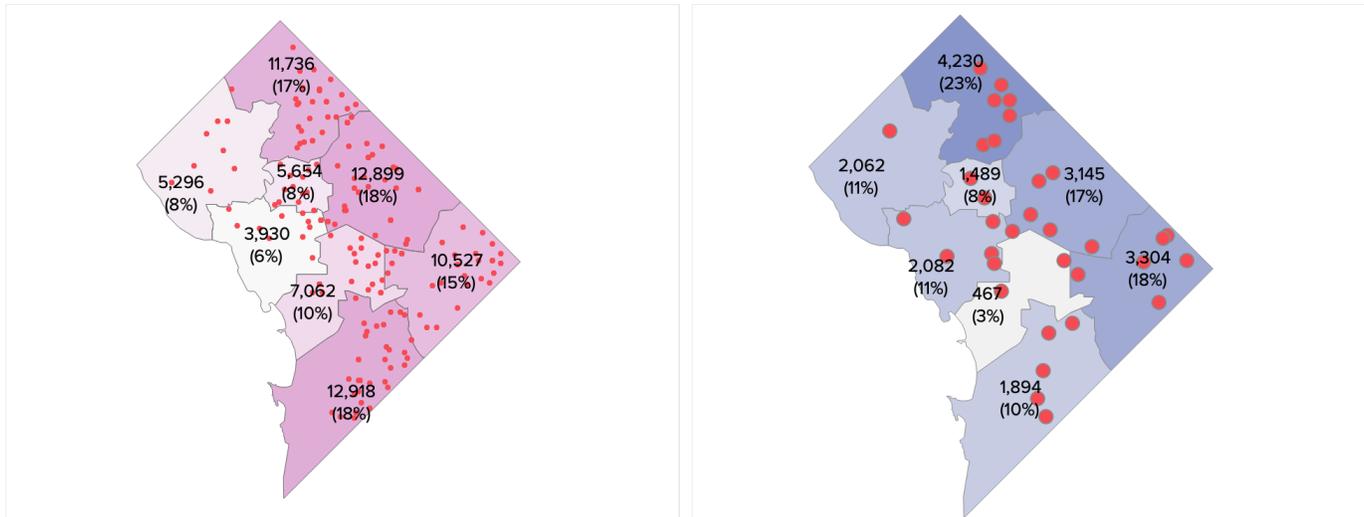
Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Share of students who are not attending their by-right school is calculated at the ward level by based on the school students are attending and not by student residence. There are no by-right high schools in Wards 2 and 6.

Figure 7. Distribution of public school students across wards, by ward of the school they attend, school year 2021-22

PK3 through Grade 8

Grades 9 through 12



Source: Student level data obtained from the Office of the Deputy Mayor for Education. School location data obtained from opendata.dc.gov and mapped by the D.C. Policy Center.

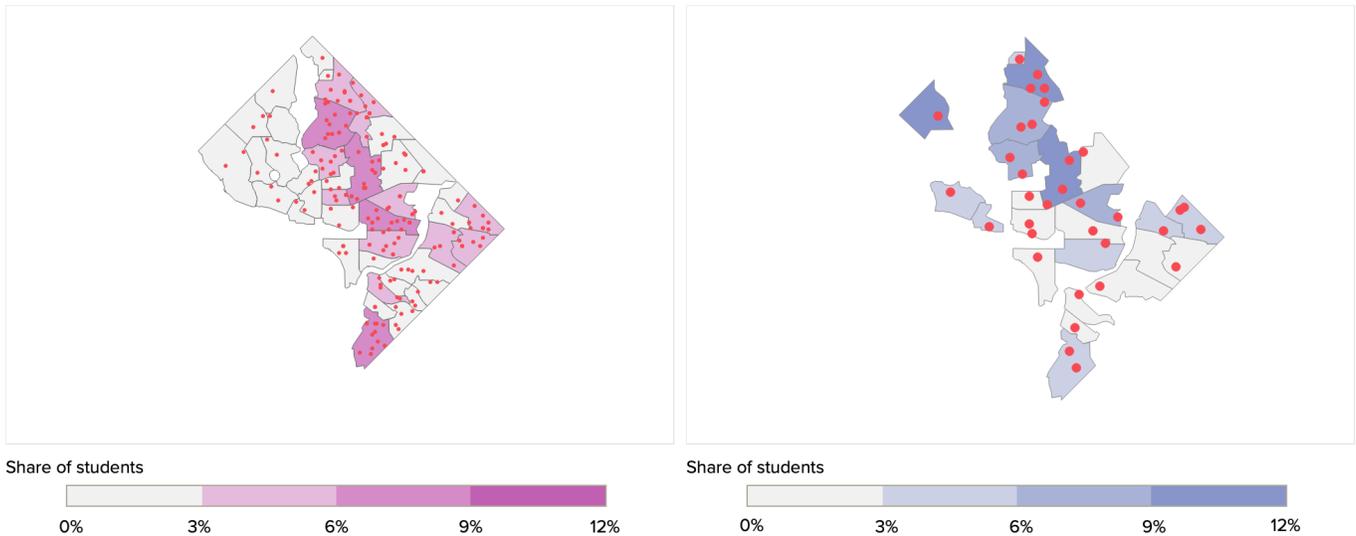
Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded. Each red dot is a school.

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Figure 8. Distribution of public school students by the neighborhood of the school they attend, school year 2021-22

PK3 through Grade 8

Grades 9 through 12



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded.

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are enrolled in a school other than their by-right school, but 80 percent of students also live in Ward 8.

These varying distances between where students live and where students attend school is an important consideration for OST programs.

The ward and neighborhood cluster level maps of where students attend school look different from where students live. The largest share of elementary and middle school students attend public schools located in Wards 5 and 8 (18 percent), followed by Ward 4 (17%). At the high school level, schools located in Ward 4 enroll the largest share of students followed by Ward 5. Wards 7 and 8 stand out because a large share of students who live in these wards attend a school outside of their ward of residence. Ward 8 is home to 27 percent of public school students attending high school, but Ward 8 schools enroll only 10 percent of public school students at this grade band (Figures 7, 8).

At the neighborhood level, student school locations are even more concentrated than where students live. The

Edgewood, Bloomingdale, Truxton Circle, Eckington cluster alone holds eleven elementary or middle charter schools, and two DCPS schools including a city-wide middle school. The Tenleytown, Friendship Heights, AU Park in west of Rock Creek Park, cluster also lights up on the map because it is the home to Jackson-Reed High School, the largest high school in the city with over 2,000 students.

Race and ethnicity

Breakdown of students by the ward of their school show that wards could be more diverse in terms of the race and ethnicity of students who attend school within their boundaries relative to the race and ethnicity of students who live there. But that is largely because many Black students who live in Wards 7 and 8 attend school somewhere outside these two wards (Table 4).

For example, 34 percent of Black elementary and middle school students live in Ward 8, but 27 percent attend school there. More Hispanic or Latino students attend high school in Ward 4 (49 percent) compared to those who live there (40 percent). And more white students attend school in Ward 3 compared to the

Table 4. Public school students by race/ethnicity and ward of their school, school year 2021-22

		Black		Hispanic/Latino		White		Other	
		Number of students	Share						
PK3-Grade 8	Ward 1	2,086	5%	2,714	23%	578	6%	276	8%
	Ward 2	2,028	5%	673	6%	870	9%	359	10%
	Ward 3	741	2%	1,026	9%	2,820	28%	709	20%
	Ward 4	4,696	11%	4,234	37%	2,137	21%	669	19%
	Ward 5	8,699	19%	1,873	16%	1,565	15%	762	21%
	Ward 6	4,352	10%	409	4%	1,821	18%	480	13%
	Ward 7	9,846	22%	390	3%	140	1%	151	4%
	Ward 8	12,233	27%	262	2%	216	2%	207	6%
Grades 9-12	Ward 1	568	5%	867	23%	19	1%	35	5%
	Ward 2	1,090	9%	277	7%	506	31%	209	32%
	Ward 3	623	5%	478	13%	775	47%	186	29%
	Ward 4	1,929	15%	1,851	49%	289	18%	161	25%
	Ward 5	2,888	23%	191	5%	34	2%	32	5%
	Ward 6	456	4%	*	*	*	*	*	*
	Ward 7	3,174	25%	85	2%	19	1%	26	4%
	Ward 8	1,870	15%	21	1%	*	*	*	*

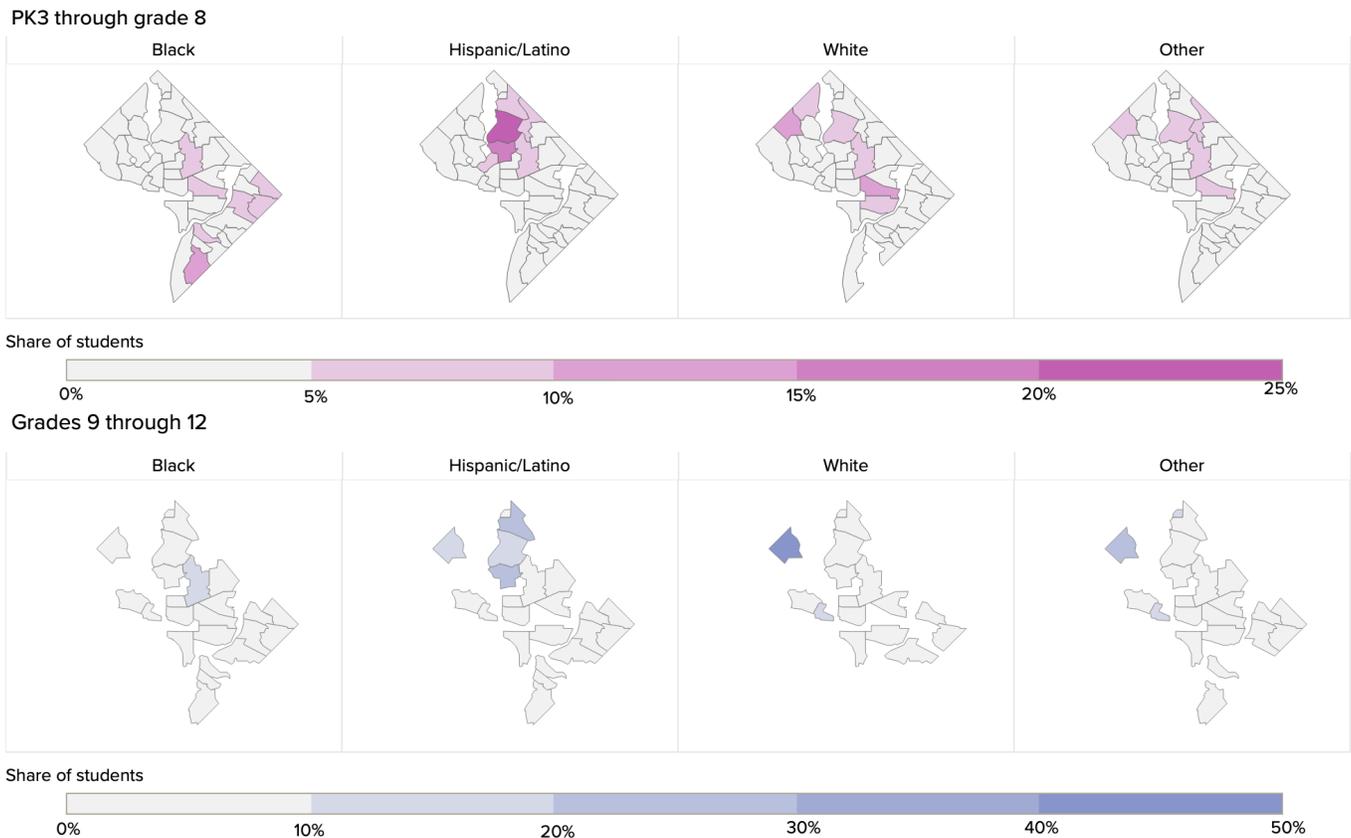
Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded. When fewer than 10 students are reported for a geography, data are suppressed (denoted by * in the table).

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Figure 9. D.C. public school students by race and ethnicity and neighborhood of the school they attend, school year 2021-22



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded.

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white students who live in this ward. For example, 28 percent of white students who attend high school live in Ward 3, but 47 percent of the white students in the city attend high school in this ward.

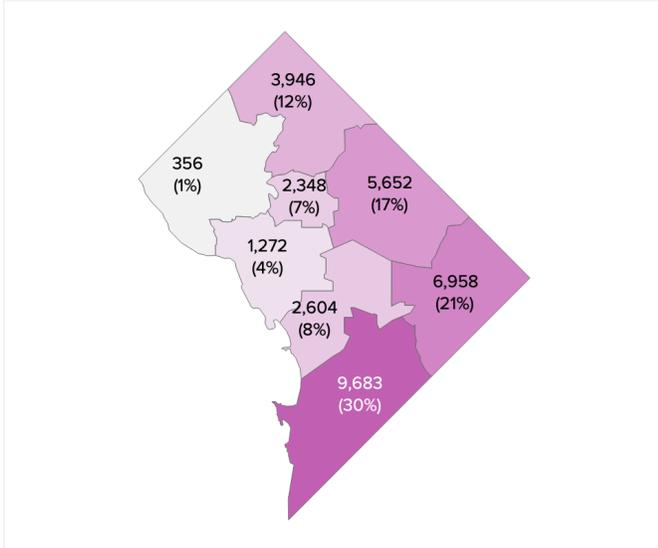
These trends become even sharper at the neighborhood level. Twice as many Black elementary and middle school students attend schools in the Edgewood cluster than those who live in these neighborhoods; at high school level, this rate goes up to three times. And 12 percent of Black students who attend high school live in Congress Heights cluster, but only 7 percent attend school there. Compare this to the Friendship Heights, Tenleytown, AU Park cluster, which is home to 17 percent of white students attending high school—yet 47 percent of white students attend high school in this neighborhood (Figure 9).

At-risk status

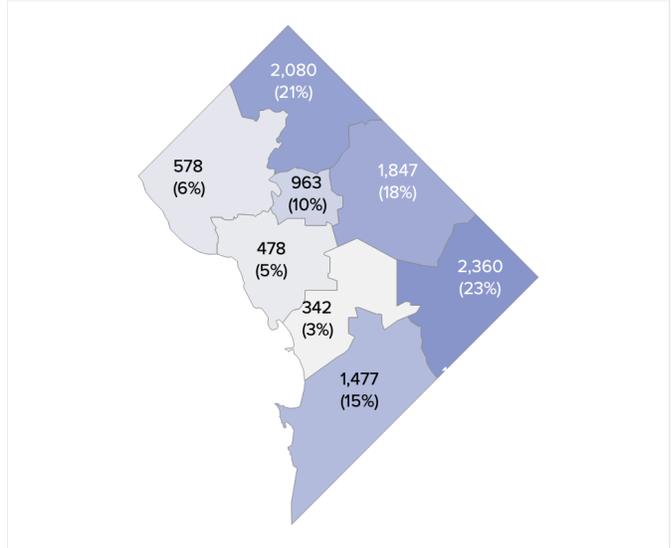
As shown before, students who are designated as “at-risk” for funding purposes live predominantly in Wards 7 and 8 (61 percent of elementary and middle school students and 52 percent of high school students). Yet many of these students attend schools outside of their home wards. The share of at-risk students who attend schools in these two wards is 51 percent at the elementary and middle school level and 38 percent at the high school level. Ward 7 schools enroll the largest share of at-risk high school students, followed by Wards 1 and 5. And nearly 11 percent of elementary and middle school students designated as at risk attend school in the Congress Heights cluster (15 percent of such students live there—Figure 10).

Figure 10. D.C. public school students designated as at risk, by their school location, school year 2021-2022

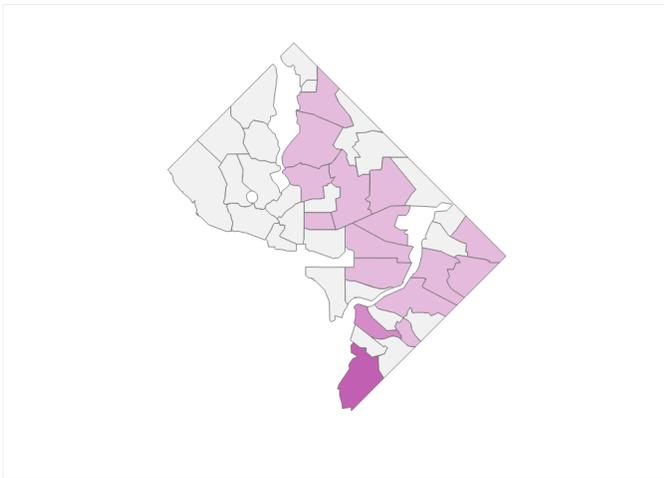
PK3 through Grade 8



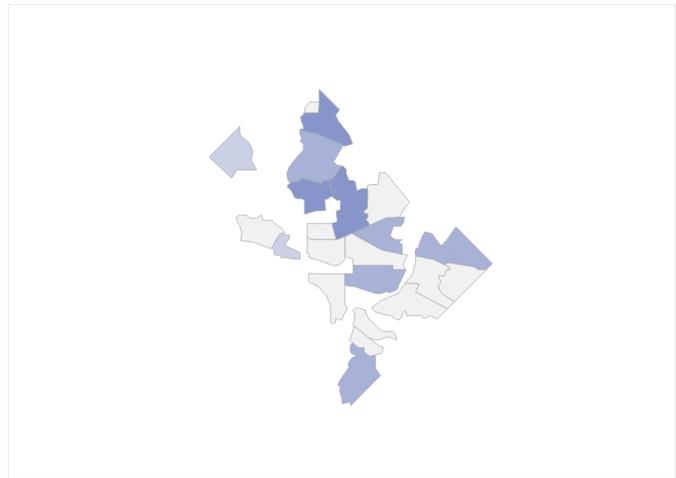
Grades 9 through 12



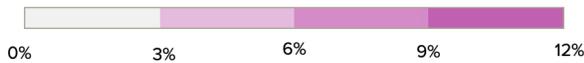
PK3 through grade 8



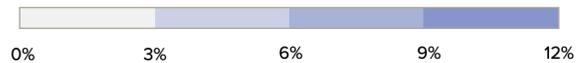
Grades 9 through 12



Share of students



Share of students



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded.

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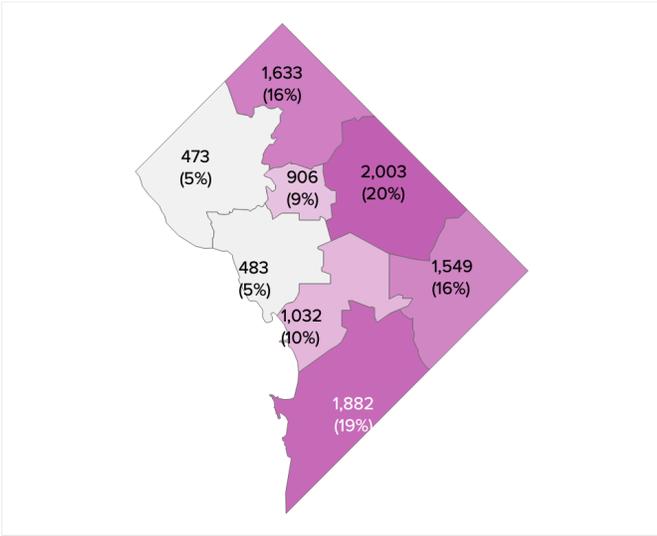
Students with special education needs

Similar to the patterns seen with at-risk students, students with special education needs are most heavily concentrated in Wards 7 and 8 but attend school elsewhere in the city. These wards are home to 47 percent of all elementary and middle school

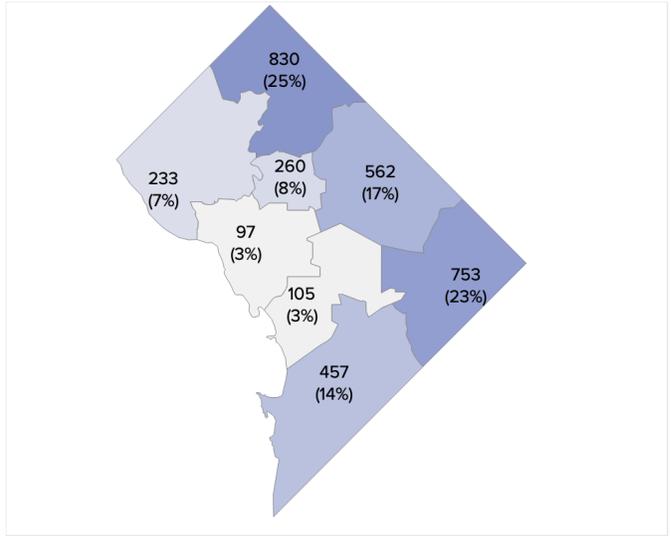
students and 51 percent of high school students with special education needs. However, only 34 percent of elementary and middle school students with special education needs attend school in Wards 7 and 8, and this share is slightly higher—37 percent—among high school students (Figure 11).

Figure 11. D.C. public school students with special education needs, by ward and neighborhood of school location, school year 2021-22

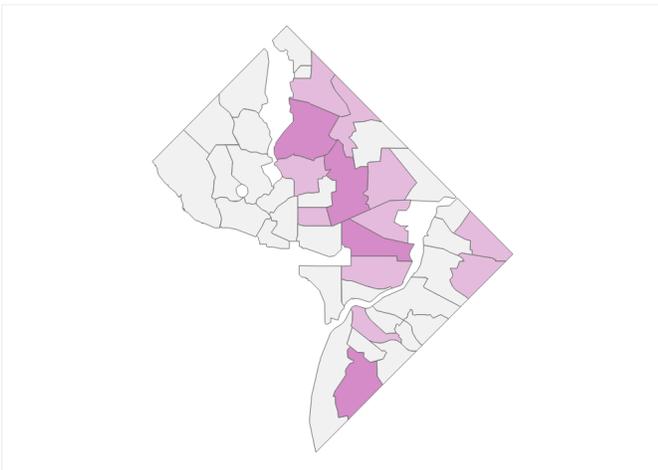
PK3 through grade 8



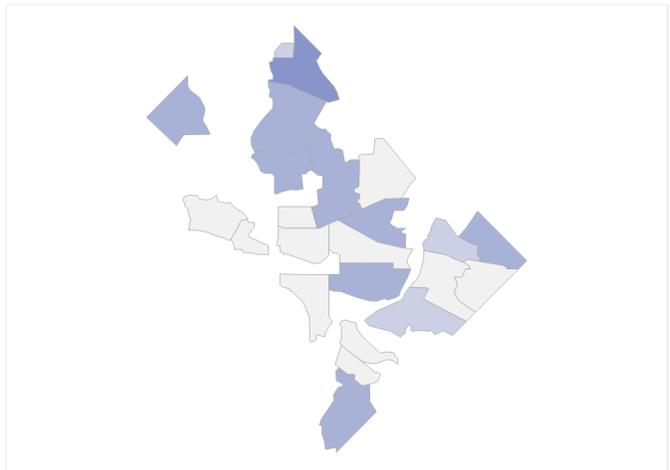
Grades 9 through 12



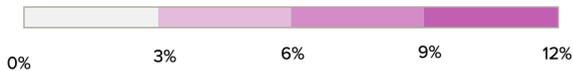
PK3 through Grade 8



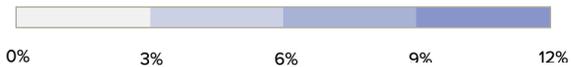
Grades 9 through 12



Share of students



Share of students



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

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Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded.

Every other ward hosts a larger share of students with special education needs compared to the share of students who live within the ward boundaries. For example, Ward 6 is home to 7 percent of elementary and middle school students with special education

needs, but 15 percent of such students attend school there. And Ward 4 is home to 15 percent of high school students with special education needs but 25 percent of such students attend school there.

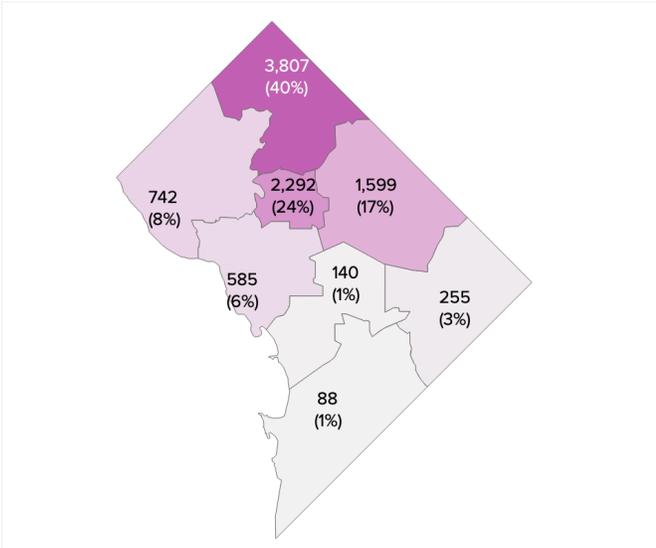
English learners

As shown before, English learners are concentrated in Wards 4, 1, and 5. They also tend to go to school in

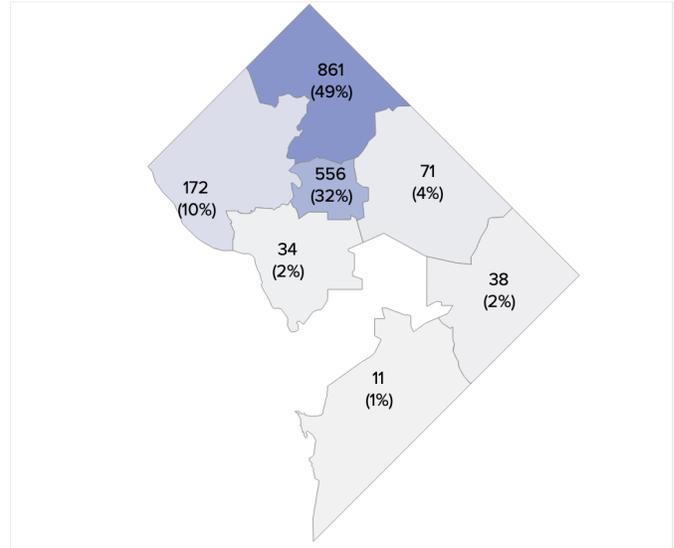
these wards, concentrated in the Columbia Heights, Takoma, and Brightwood neighborhoods (Figure 12).

Figure 12. English learners, by the ward and neighborhood of their school, school year 2021-22

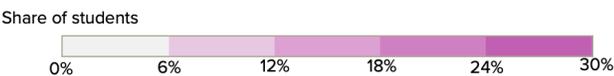
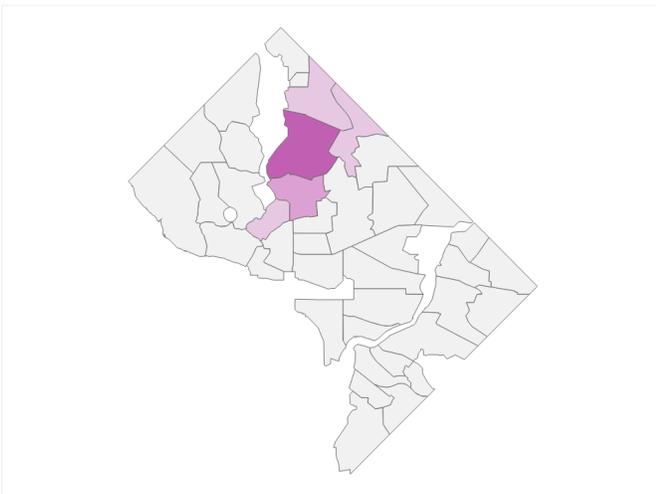
PK3 through Grade 8



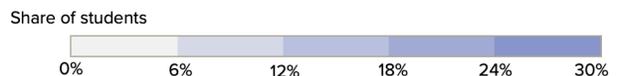
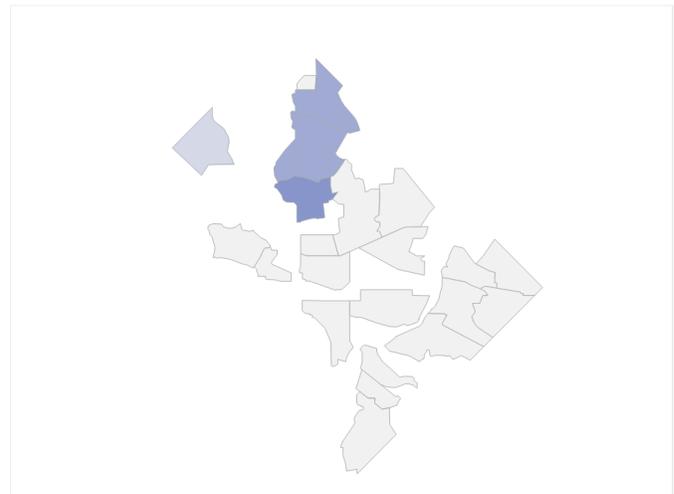
Grades 9 through 12



PK3 through Grade 8



Grades 9 through 12



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Excludes students enrolled in adult and alternative schools. A small number of student (353) were not assigned a specific grade and are therefore excluded from the maps. In addition 232 students who were not geocoded are excluded.

Assessment of needs and how they change with where students live and where they attend school

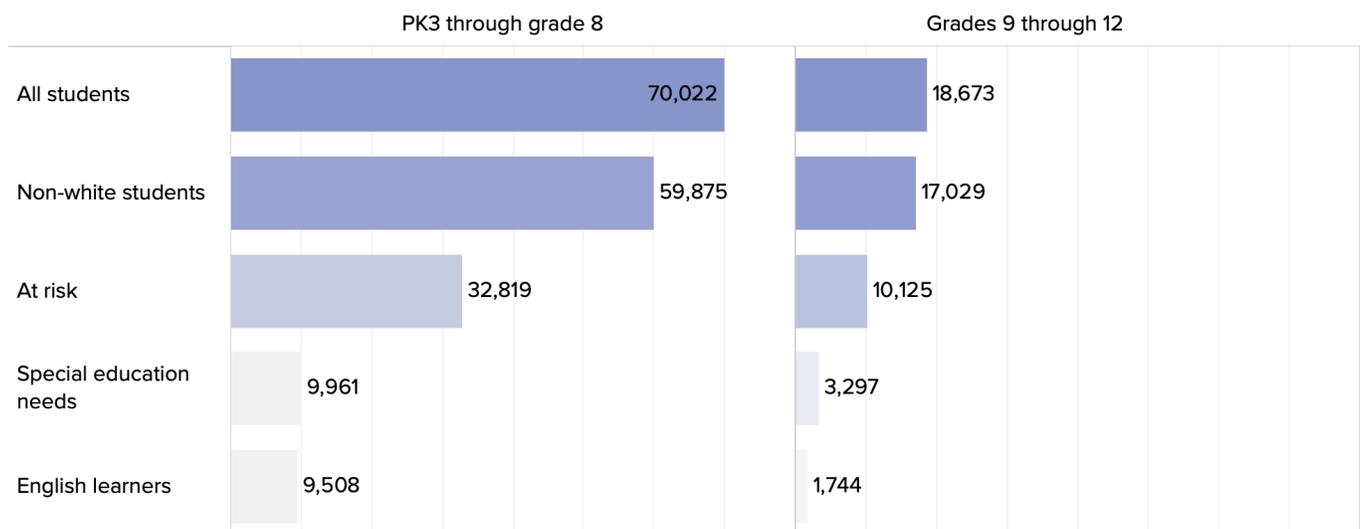
The District subsidizes OST programs to support the learning and growth of all its public school students. To provide every student attending public schools an OST seat, the city would have to build up to a capacity of 70,000 seats at the PK3 through grade 8 level, and 18,673 seats at the high school level. But given constrained resources, the city may have to prioritize which students subsidized OST programs serve.

For example, prioritizing Black, Hispanic, Latino, and other minority students would require 59,875 seats at the elementary and middle level (combined) and 17,029 seats at the high school level. Alternatively, prioritizing at-risk students would require 32,819 seats at the elementary and middle school level and 10,125 seats at the high school level. If the city committed to providing OST seats to all students with special education needs, it would have to set aside 9,961 seats for these students at the lower grade bands and 3,297 seats at high school level. Finally, targeting English learners would require 9,508 seats at the elementary and middle school level and 1,744 seats at the high school level (Figure 13).

These needs would shift across the city if the programs were in close proximity to students' homes versus their schools. For example, if the city prioritized serving at-risk students in locations close to their homes, a larger share of the seats would have to be provided in Wards 7 or 8. But if the city were to prioritize seats close to students' schools, some of these seats would have to shift to Wards 4, 5, and 6 at the lower grade band, and Wards 4 and 5 at the high school level. Similarly, some of the seats targeting students with special education needs would have to shift from Wards 7 and 8 to Wards 4 and 5 if the District prioritized seats close to students' schools over those close to their homes.

Importantly, availability of seats does not guarantee that all students will be served. There could be demand level constraints that prevent students from participating in OST programs (transportation needs, for example, or the need to work or attend to chores at home). Additionally, lack of information about program availability and locations may leave some seats empty. If parents (and youth) do not think their OST program is serving students well, they may be less likely to enroll or attend. And parents may choose not to enroll their students if they do not think that the program is meeting the needs of their students, especially those who are English learners or have special education needs. We turn to these issues in the next two chapters of the report.

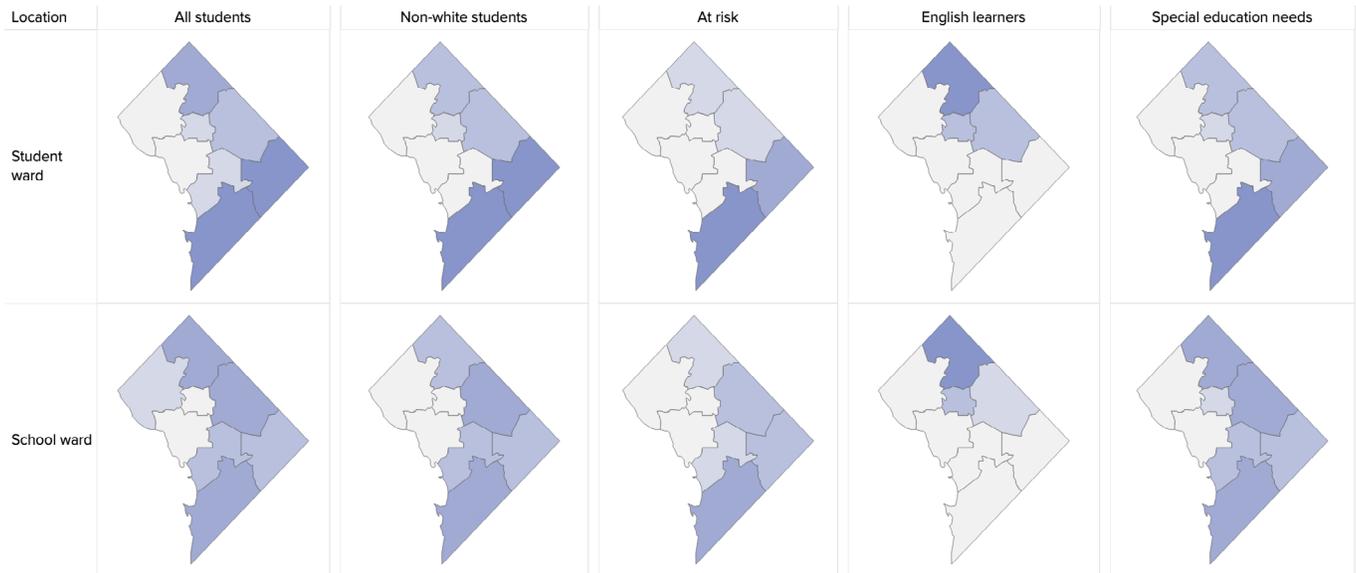
Figure 13. Needs assessment for OST programs with specific targets



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Share of students who are not attending their by-right school is calculated at the ward level by based on the school students are attending and not by student residence.

Figure 14. Distribution of different student groups, by ward of residence and ward of school, elementary and middle school students

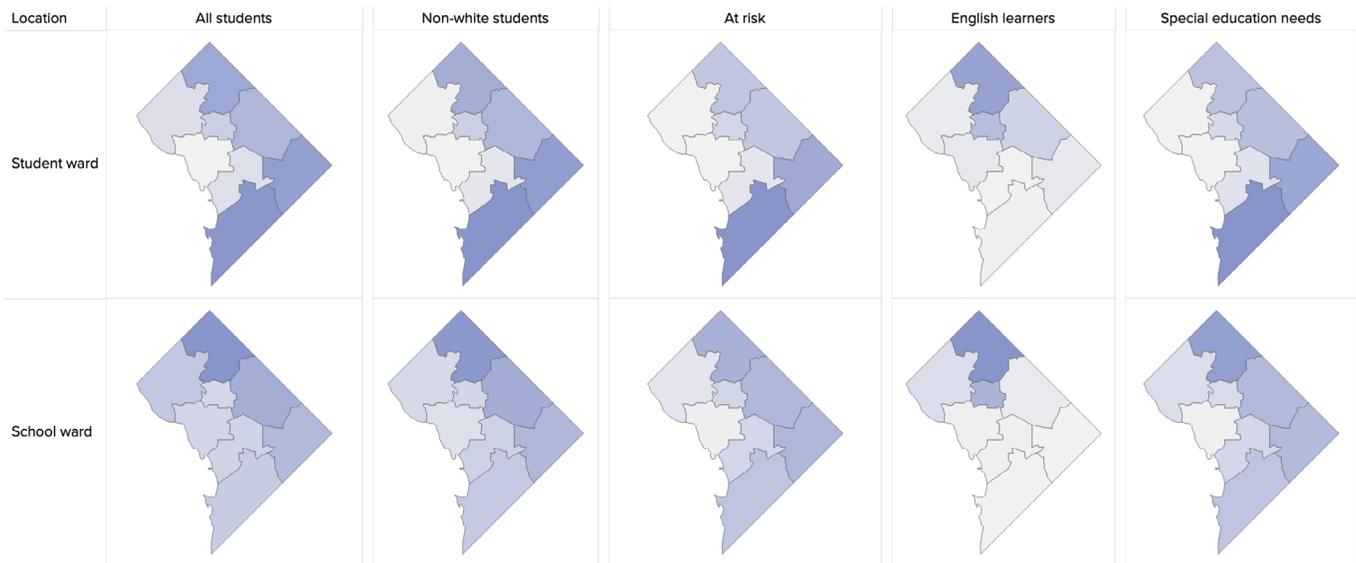


Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Share of students who are not attending their by-right school is calculated at the ward level by based on the school students are attending and not by student residence. The shade range is not identical across different student groups because the purpose of this visual is to show the shift of student ward when one measured by residence v. school location.

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Figure 15. Distribution of different student groups, by ward of residence and ward of school, high school students



Source: Student level data obtained from the Office of the Deputy Mayor for Education.

Note: Share of students who are not attending their by-right school is calculated at the ward level by based on the school students are attending and not by student residence. The shade range is not identical across different student groups because the purpose of this vi..

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3. Capacity of OST programs in the District of Columbia

This section presents information on subsidized OST programs in the District of Columbia.

It focuses on afterschool and summer programs by location and by two main age groups: prekindergarten (PK3) to 8th grade and grades 9 to 12. OST program counts include programs that are located in and operated by D.C. Public Schools and D.C. public charter schools; programs that are operated by other government agencies, specifically those provided by the Department of Parks and Recreation; and programs that are operated by community-based organizations, many of whom receive public funding. Included in the

overall program counts for high school aged youth (grades 9-12) is the Mayor Marion S. Barry Summer Youth Employment Program (MBSYEP), which is the only program in this analysis that is reported by the ward participants live in, rather than program location.²³

During school year 2021-22, there were 150 different providers offering 474 different OST programs serving the District’s public school students through afterschool and summer programming. These included 88 different Community Based Organizations (CBOs) offering 92 programs during the school year and the summer, 55 afterschool programs located in DCPS Title I schools, 58 programs located in different public charter schools and non-Title I DCPS schools, 254 different programs (with 670 different sessions) offered by the Department

Table 5. Count of providers and OST programs, school year 2021-22

Source	Providers	Programs
Community Based Organizations	88	92
Public charters schools and non-Title I DCPS schools	58	58
DCPS Title I schools	1	55
Department of Parks and Recreation	1	254
DCPS summer programs	1	14
Department of Employment Services (MBSYEP)	1	1
Grand total	150	474

Source: Provider surveys conducted by the D.C. Policy Center, administrative data from DCPS for Title I schools, administrative data summaries from the Department of Parks and Recreation, and administrative data summaries from the Department of Employment Services for the Marion Barry Summer Youth Employment Program.

of Parks and Recreation including summer camps, afterschool programs, and seasonal sports activities, 14 different summer programs offered by DCPS, and the Marion Barry Summer Youth Employment Program offered by the Department of Employment Services (Table 5).

These providers collectively offered 30,360 afterschool seats in OST programs at the PK3 through grade 8 level, and 6,090 seats at the high school level. In addition, there were 16,434 seats in summer programs for elementary and middle school students, and 15,044 seats for high school students, of which, approximately 8,350 were seats in the MBSYEP.

OST program providers also provided before school programming, mainly serving students attending elementary and middle schools. Students could also attend seasonal sports organized by DPR (such as football in the fall, basketball in the winter, etc.) but these were organized around practices and games and not offered consistently through the week. There were also programs offered during seasonal breaks, single day closures and other times, and these were mostly organized by CBOs, public charter schools, or DCPS schools that are not a part of the Title I program (Table 6).

Proximity to students' school is important, especially for afterschool programs for younger students. Sixty-eight

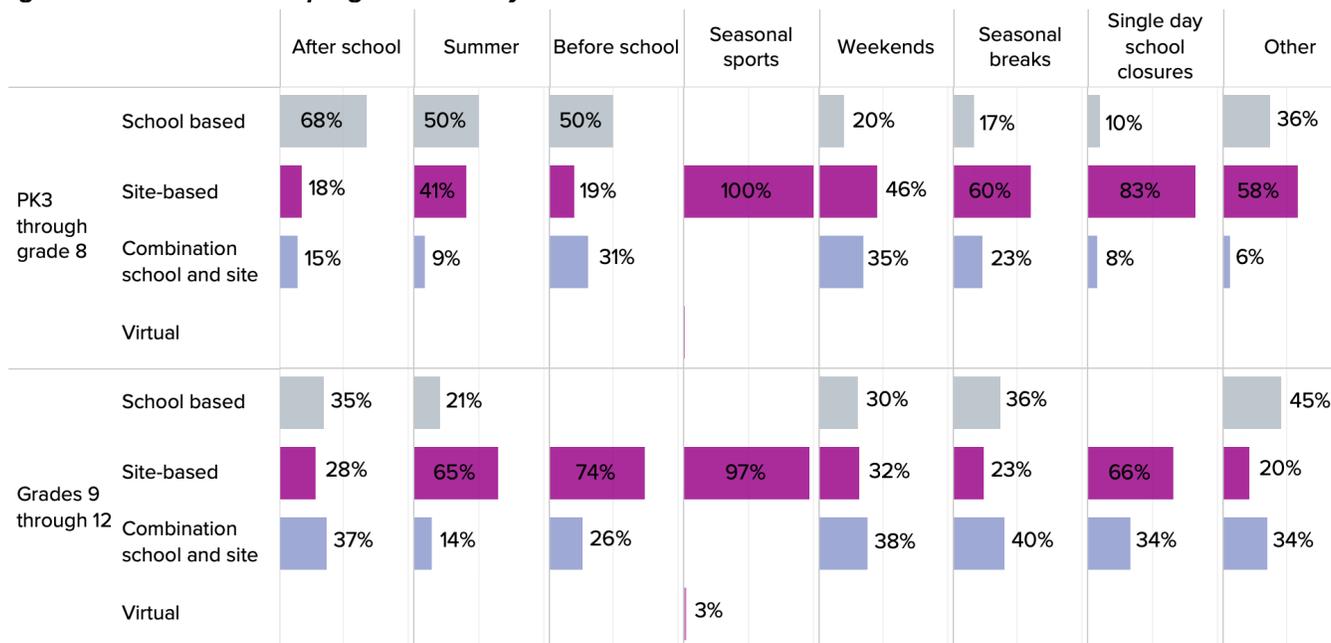
Table 6. OST seats by program time, school year 2021-22

Grade band	After school	Summer	Before school	Seasonal sports	Weekends	Seasonal breaks	Single day school closures	Other
PK3 through grade 8	30,360	16,434	9,655	7,698	5,547	4,134	2,695	2,754
Grades 9 through 12	6,090	15,044	477	528	3,574	2,321	606	880

Source: Provider surveys conducted by the D.C. Policy Center, administrative data from DCPS for Title I schools, administrative data summaries from the Department of Parks and Recreation, and administrative data summaries from the Department of Employment Services for the Marion Barry Summer Youth Employment Program.

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Figure 16. Distribution of program seats by location



Source: Provider surveys conducted by the D.C. Policy Center, administrative data from DCPS for Title I schools, administrative data summaries from Department of Parks and Recreation, and administrative data summaries from the Department of Employment Services for the Marion Barry Summer Youth Employment Program.

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percent of the seats in afterschool programs serving PK3 through grade 8 are school-based, and another 15 percent are at least partially organized at students' schools. For older students, proximity to school is less important, since these students can independently travel to sites other than school. At this grade band, only 35 percent of afterschool seats are located in schools. That share is even lower, at 21 percent, for summer programs.

Program providers

The main providers of subsidized afterschool programs in the District are schools and community-based programs, DCPS, all Title I schools, public charter schools and non-Title I DCPS schools that pay for programs through a combination of funding sources (including per pupil formula funding and school budgets), the Department of Parks and Recreation (specifically for summer programs), and the Department of Employment Services (DOES), which offers the Marion Barry Summer Youth Employment Program for youth between the ages of 16 and 24.²⁴

Community based organizations

CBOs are the largest source of seats for OST programs.²⁵ They operate at every grade level and provide programs throughout the year at different times of the day including afterschool, summer, before school, weekdays, and seasonal programs. CBOs ran programs at both school sites and independent sites.

In school year 2021-22, 64 different CBOs offered afterschool programs providing 13,936 seats serving students attending PK3 through grade 8. In addition, they provided 46 different programs in the summer, with 8,330 seats. Many CBOs also offered before-school programs, weekend programs, programs during seasonal breaks, and programs through single-day school closures.

At the high school level, CBOs administered 47 afterschool programs with 4,381 seats serving high school students and 37 summer programs providing 3,525 seats and provided programming during seasonal breaks and weekends (Table 7).

Schools

DCPS receives federal funding to run afterschool programs in all its Title I schools. These programs are offered afterschool or during the summer. In addition, public charter schools and non-Title I schools organize OST programs sometimes using their school budgets, and sometimes with partial help from PTAs or fees collected from families. Non-Title I schools and charter schools offer programs in before- and afterschool hours, during the summers, weekends, seasonal breaks, or during single day school closures.²⁶

An estimated 14,994 OST seats were available in school year 2021 to 2022 in afterschool programs organized by schools for students attending PK3 through grade 8 through 108 school-based programs. In addition, schools offered 5,417 summer seats through 24 different programs, 5,973 before-school

Table 7. CBO programs, and seat capacity, school year 2021-22

		After school	Summer	Before school	Weekends	Seasonal breaks	Seasonal sports	Single day school closures	Other
PK3 through grade 8	Providers	64	46	7	17	13	1	5	7
	Programs	64	46	6	17	13	4	5	7
	Seat capacity	13,936	8,339	3,682	3,017	1,299	600	314	1,082
Grades 9 through 12	Providers	48	37	1	19	11		4	4
	Programs	47	37	1	19	11		4	4
	Seat capacity	4,381	3,525	125	2,387	1,134		254	300

Source: Provider surveys conducted by the D.C. Policy Center, administrative data from DCPS for Title I schools, administrative data summaries from Department of Parks and Recreation, and administrative data summaries from the Department of Employment Services for the Marion Barry Summer Youth Employment Program.

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Table 8. DCPS and public charter school programs, and seat capacity, school year 2021-22

			After school	Summer	Before school	Weekends	Seasonal breaks	Single day school closures	Other
PK3 through grade 8	Public charter schools and DCPS non-Title I schools	Programs	53	19	34	12	11	10	6
		Capacity	8,384	4,652	5,973	2,530	2,365	2,060	1,584
	DCPS Title I	Programs	55	5	--	--	--	--	--
		Capacity	6,610	765	--	--	--	--	--
Grades 9 through 12	Public charter schools and DCPS non-Title I schools	Programs	14	11	8	10	10	8	5
		Capacity	1,387	1,337	352	1,187	1,187	352	576
	DCPS Title I	Programs	1	9	--	--	--	--	--
		Capacity	10	1,780	--	--	--	--	--

Source: Provider surveys conducted by the D.C. Policy Center, administrative data from DCPS for Title I schools.

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seats through 34 programs (exclusively organized by non-Title I and charter schools), and 2530 weekend seats through 12 different programs.

Schools are less likely to organize OST programs for older students attending grades 9 through 12, especially during afterschool hours. At this level, there were 1,397 afterschool seats offered through 15 different programs. Summer seat capacity for older youth is higher with 3,117 seats, bolstered by the 9 DCPS programs (Table 8).

Department of Parks and Recreation

During school year 2021-22, the Department of Parks and Recreation (DPR) ran 88 different afterschool programs with 1,430 seats for children and youth attending PK3 through grade 8. (These seats are open to all children, and not just D.C. public school students.) In addition, DPR offered 2,679 seats in 91 different summer camps, and a handful of seats during seasonal breaks, single day closures, and other times. The largest number of seats available from DPR for this grade band is through seasonal sports. DPR served 7,098 students in this grade

Table 9. Department of Parks and Recreation seat capacity, school year 2021-22

		After school	Summer	Seasonal sports	Seasonal breaks	Single day school closures	Other
PK3 through grade 8	Programs	88	91	126	5	1	5
	Capacity	1,430	2,679	7,098	470	321	88
Grades 9 through 12	Programs	18	3	41	--	--	1
	Capacity	312	48	528	--	--	4

Source: Administrative data obtained from DPR.

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band through 126 sports programs. DPR also offers some programs for older youth, but these are of relatively small scale compared to programs offered for elementary and middle school students (Table 9).

Mayor Marion S. Barry Summer Youth Employment Program

During school year 2021-22 an estimated 8,354 youth participated in the Mayor Marion S. Barry Summer Youth Employment Program (MBSYEP), managed by the Department of Employment Services (DOES). While MBSYEP is a youth employment program and not the same in structure as other OST programs, it provides important and popular programming to high school aged youth in the District of Columbia. The MBSYEP is open to youth aged 14 to 24. During this year there were 12,469 total seats, but we have estimated the percentage of high school aged youth using age distribution data from 2021.²⁷

Data limitations

The reported seat counts include seats reported by providers. These are likely to be undercounts: First, for CBOs, public charter schools and non-Title I schools, only seats reported by those that participated in the D.C. Policy Center surveys are reported. Second, as noted in the introduction section, not all seats at licensed child development centers are likely included in the counts.

Program capacity data were often provided for all programs, across multiple locations, and serving multiple grade bands. When capacity could not be determined between locations or specific grade bands, program capacity numbers were evenly split between locations and ages. See the methodology section of the Appendix for a more thorough discussion of data limitations.

Program capacity by ward

Availability of OST programs varies greatly across wards and at different grade band levels.

Afterschool programs

Afterschool programs are most concentrated in Wards 5 and 8 at the elementary and middle school level, followed by Wards 4 and 7. There are only a handful of seats in Ward 3, provided by CBOs and DPR. DPR programs are distributed all around the city, but they tend to be small in scale compared to programs offered by CBOs and schools (Figure 17).

For older youth attending high school, afterschool seats are most heavily concentrated in Wards 4, 7, and 8. Again, CBOs are the only source of programs in neighborhoods west of the Rock Creek Park. Schools offer only a handful of programs for youth in this age group, and DPR has smaller programs, but none in Wards 2 and 3 (Figure 18).

Summer programs

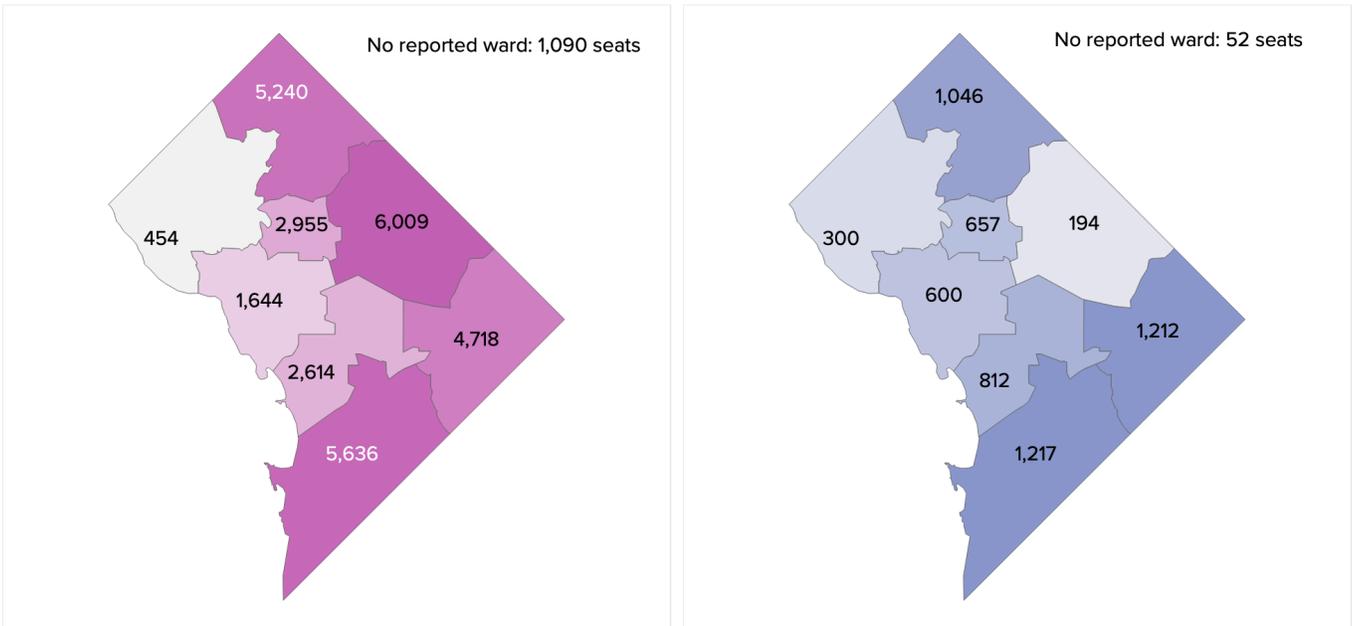
At the elementary and middle school level, summer programs are most concentrated in Wards 7 and 8, followed by Wards 4 and 6. Overall, there are fewer summer seats for students at this grade band level, but in Ward 3, there are more summer seats compared to afterschool seats, provided by CBOs and DPR. Just like afterschool programs, DPR programs are distributed all around the city, but they tend to be small in scale compared to programs offered by CBOs and schools. And just like afterschool programs, there are no summer seats provided by DPCS in Ward 3 (there are no charter schools in Ward 3).

For older youth attending high school, it is more difficult to determine where summer seats are. When including the MBSYEP, which reports participants by their ward of residence, the greatest share of seats are in Ward 7 and 8. But broken down by provider type and by program location, a larger number of seats are located in Wards 5, 6, and 8 for CBOs and in Wards 1 and 8 for DCPS and public charter schools. DCPS runs a summer program for high school students out of Jackson Reed high school in Ward 3. DPR has only three programs for youth in this grade band—two located in Ward 7, and one in Ward 5 (Figures 19, 20).

Figure 17. Afterschool OST seats by ward and grade band

PK3 through grade 8

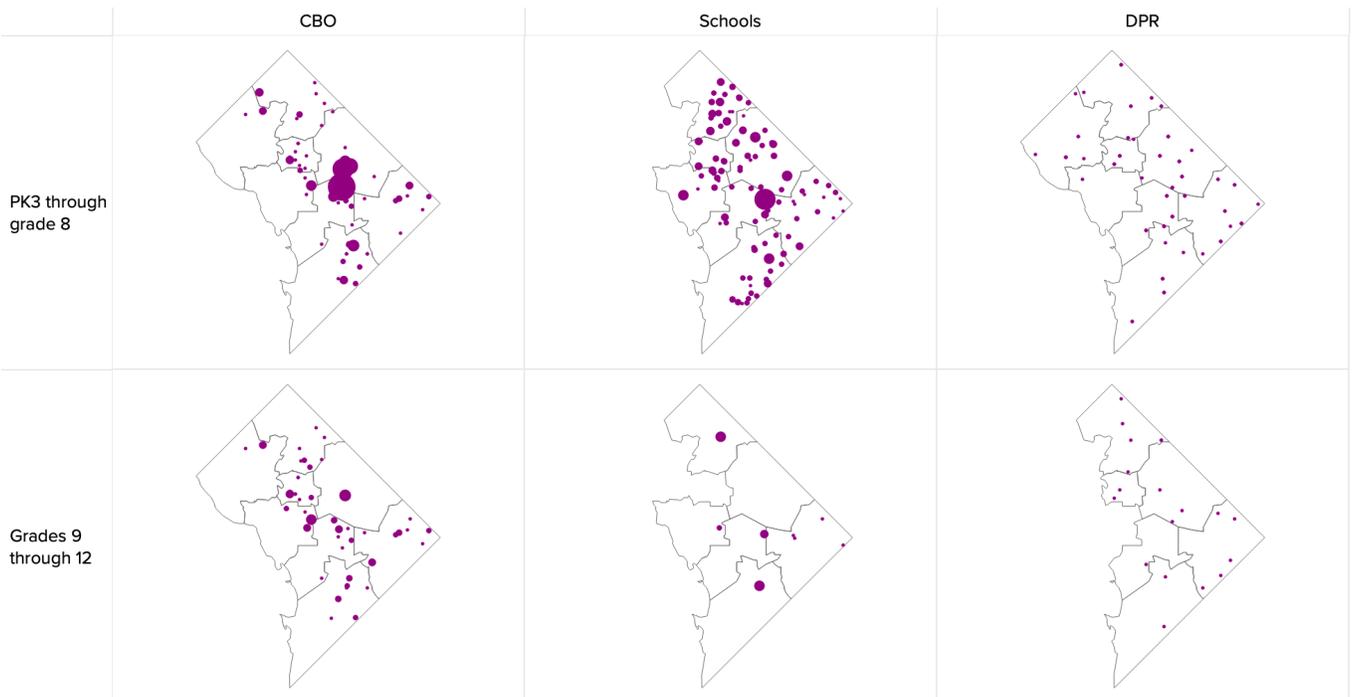
Grade 9 through 12



Source: OST program database developed by the D.C. Policy Center.

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Figure 18. Afterschool seats by location and provider, school year 2021-22



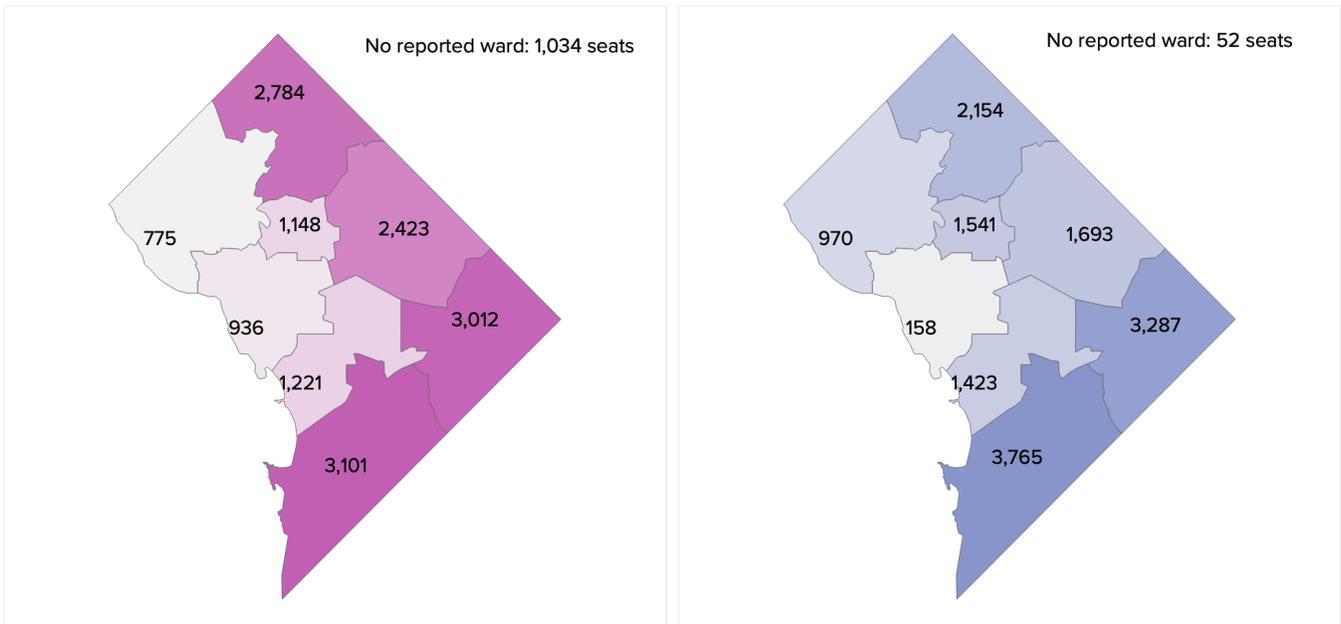
Source: OST program database developed by the D.C. Policy Center.

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Figure 19. Summer OST seats by ward and grade band

PK3 through grade 8

Grade 9 through 12



Source: OST program database developed by the D.C. Policy Center.
Note: MBSYEP is reported by the ward of student.

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Figure 20. Summer seats by location and provider, school year 2021-22



Source: OST program database developed by the D.C. Policy Center.
Note: MBSYEP cannot be mapped because data is presented by participants' ward of residence and not work location. During the summer of 2021, most of these programs were offered virtually.

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4. Potential needs and gaps in OST program availability

Characterizing the need and estimating the potential demand for out-of-school time programs is difficult.

The need metric is driven by policy priorities and resource constraints whereas demand reflects not only how much families value OST programs but also what participation constraints they face (cost, transportation etc.).

Using the universe of children and youth attending D.C. public schools as the base (including both DCPS and public charter schools), this section identifies the potential need for subsidized out-of-school time programs based on the distribution of children and youth across two broad age groups and four broad policy targets. It then develops four need metrics and estimates of gap between the number of children and youth compared to the number of available seats for each metric.

Defining metrics for OST need

One way to define the optimal capacity of OST programs might be to look at surveys of families and young people that ask about participation preferences. For example, Afterschool Alliance surveys suggest that 50 percent of D.C. children and youth who do not participate in afterschool programs say they would attend such programs if they had access to them.²⁸ This data point would imply that as many as 42,500 public school students may be underserved by afterschool programs.²⁹ On the other hand, the two surveys implemented by PAVE in support of this report suggest that approximately 25 percent of families with students attending PK3 through grade 8, and 13 percent of parents with students attending grades 9 through 12, say they would attend such programs if they had access to them. Using this as a definition of need, an estimated 28,000 children attending D.C. public elementary and

Table 10. Four potential metrics of need for OST in D.C.

Metric	Definition	Estimated need		
		Pre-K to grade 8	Grades 9-12	Total
Universal coverage	All children and youth in public schools*	69,888	19,017	88,905
Broad income targeting	Children and youth in public schools living in households under 300 percent of the FPL	54,855	14,927	70,064
At-risk children and youth	Children and youth in public schools determined to be "at-risk" for academic failure	33,654	9,157	42,811
Narrow income targeting	Children and youth in public schools living in households below the poverty line	17,886	4,867	22,753

Note: *denotes DCPS and public charter schools

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secondary schools, and 1,900 youth attending public high schools, are not being served.

While these are useful data points, this approach may not capture family preferences or program quality. And from a policy standpoint, it does not connect needs to specific policy goals that the District has for subsidized OST programs (for example, youth engagement and safety, violence reduction, personal growth, etc.). It also does not address the sort of barriers that might prevent a family from participating in OST programs even if programs were available.

These limitations shaped the needs metrics that were developed in the 2017 landscape analysis of the OST programs developed by the D.C. Policy Center and the same limitations still apply today. For gap analyses, the D.C. Policy Center has replicated the need metrics developed for the 2017 report. As such, the report defines four potential metrics of need for OST programs, based on different policy goals:

- 1. The universal coverage metric** would provide sufficient subsidized OST capacity for every child or young person who attends a public school in D.C.,³⁰
- 2. Broad income-based targeting,**³¹ i.e. targeting low-income children and youth close to or under 300 percent of federal poverty line (FPL), using Children’s Health Insurance Program (CHIP) eligibility as a proxy,³²

3. Targeting based on “at-risk” status; and

4. Narrow income targeting, focused on children and youth living in households under the FPL³³.

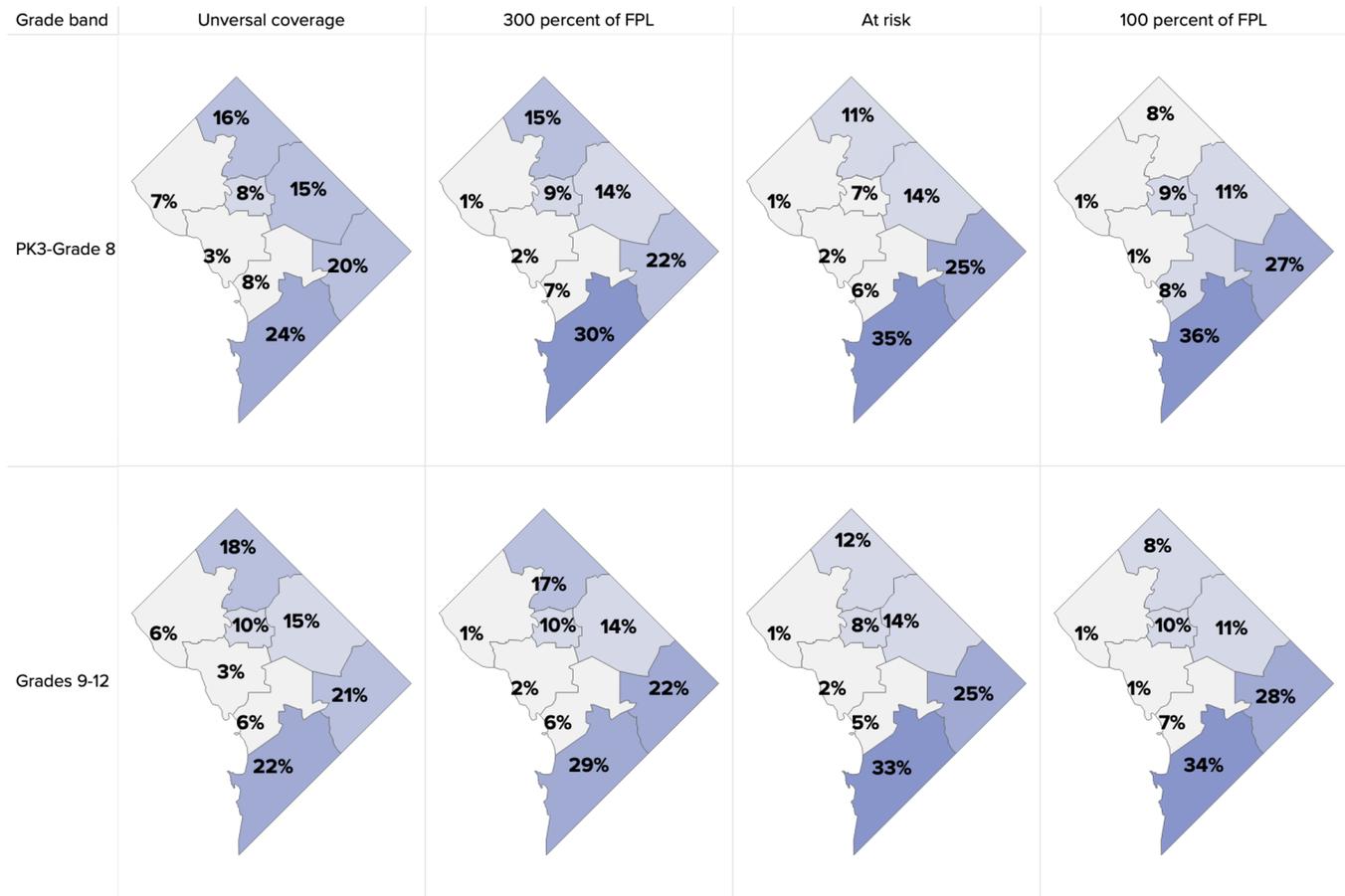
These four metrics are meant to serve as a starting point for understanding the scope of need and capacity in the District’s OST programs. These metrics demonstrate how many children and youth D.C.’s subsidized afterschool and summer programs would serve if all children and youth in these categories (and only children and youth in these categories) enrolled in and attended them—conditions that would not be met in practice.³⁴

Universal coverage

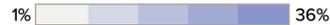
The broadest metric, universal coverage, assumes that the policy goal is to be able to provide OST programming for all 69,88 children enrolled in public schools at grade levels PK3 to 8, and all 19,017 youth enrolled in grades 9 to 12³⁵ (Figure 21).

Universal coverage, by definition, would require subsidized OST capacity to mirror the distribution of children and youth according to the location of the public school in which they are enrolled.³⁶ If all children and youth attended subsidized afterschool and summer programs in the same ward as their schools, program capacity would be proportionately lowest in Wards 1, 2, and 6, particularly for children in PK3 through grade 8.

Figure 21. Distribution of need by ward, under four policy targets



Source: Need estimates developed by the D.C. Policy Center using public school enrollment data provided by DME and children population by age group, CHIP eligibility, and SNAP eligibility data by Ward from KidsCount.



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Broad income targeting

If the District used the metric of providing subsidized OST program capacity equivalent to the number of children and youth living in households whose earnings fall below 300 percent FPL, then target populations would be 54,855 for children in PK3 through grade 8 and 14,957 for grades 9-12.

If all children and youth in households at this income threshold (and only children and youth meeting this income threshold) attended subsidized afterschool and summer programs, about half of this capacity would be in Wards 7 and 8. This pattern is most prevalent for children in PK3 through grade 8.

Targeting “at risk” children and youth

Focusing on children and youth who meet the criteria for being academically “at risk”—thus limiting the subsidized out-of-school time programs to children and youth who meet specific measures of economic and academic challenges—would translate to 26,863 for children in PK3 through grade 8 and 7,310 youth for grades 9-12.³⁷ Similar to the distribution of students under the at-risk metric, a third of the program capacity would be concentrated in Ward 8, and a quarter in Ward 7.

Narrow income targeting

Finally, using the metric of supplying enough capacity in subsidized OST programs only for children and

youth who are living in households below FPL suggests the need for subsidized spots would decline to 17,886 for children in PK3 to grade 8 and 4,867 for youth in grades 9 through 12. For both age groups, this metric—the narrowest policy goal the report considers—would provide capacity for only about a quarter of children and youth compared with those served under universal coverage.

In terms of geographical distribution, 22 percent of capacity for children in PK3 through grade 8 would be in Ward 7 under this metric, and 35 percent in Ward 8. For programs serving youth in grades 9-12, 17 percent of capacity would be in Ward 1, 22 would be in Ward 7 and 29 percent would be in Ward 8 under this metric.

Potential gaps

As the review of the characteristics of District’s children and youth in Chapter Two has revealed, there are deep socioeconomic disparities across age groups, neighborhoods, and school types and locations, especially when measured by student’s residence location. Discussions around out-of-school time policies—including what to offer, where to offer programs, and how to pay for them—cannot ignore these disparities, and way to address these disparities should be considered in OST policy goals.

As outlined in Chapter four, this analysis considers four potential metrics for coverage that vary from universal coverage (providing enough subsidized OST capacity to enroll all children and youth enrolled in public schools in D.C.) to more targeted populations based

in household income or “at risk” status.³⁸ This gap analysis brings together the number of seats needed (using information about potential need based on various policy targets, as outlined in Chapter Four) with the estimated capacity developed in Chapter Three. The result of the analysis is an estimate of the gap between capacity and need under each policy goal.

City level gaps

Comparison of available seats to the four metrics show that for afterschool programs, the city faces seat shortfalls in all four metrics except 100 percent of FPL at the PK3 through grade 8 level, and in all four metrics except for 100 percent of FPL for high school level. For summer programming, existing capacity is not sufficient to provide full coverage under any of the four need metrics at the PK3 through Grade 8 level. In contrast, the only metric under which summer programs are not sufficient under the high school level is universal coverage. As noted, before, existing seat capacity at the high school level is 80 percent of all students, but more than half of these slots are those offered under MBSYEP (Table 11).

Comparing these findings to findings from the 2017 study highlights an important trend. The number of OST seats has grown faster than the number of public school students, reducing gaps under the universal coverage metric, especially for the PK3 through grade 8 grade band for afterschool programs, and all grade bands for summer programs. Consequently, gaps have narrowed for at-risk students as well as students from households under 100 percent of FPL.

Table 11. City-wide gap estimates under the four metrics of need

	After school		Summer	
	PK3 - grade 8	Grades 9-12	PK3 - grade 8	Grades 9-12
Universal coverage	(39,528)	(12,927)	(53,454)	(3,974)
Broad income targeting	(24,777)	(8,923)	(38,703)	116
At-risk children and youth	(3,332)	(3,029)	(17,258)	5,924
Narrow income targeting	2,334	1,235	(1,592)	10,188

Source: Analyses developed by the D.C. Policy Center. Numbers in parentheses are negative, or in other words, the number of students is more than the number of seats in that category.

Table 12. City-wide coverage ratios under the four metrics of need

	After school		Summer	
	PK3-grade 8	Grades 9-12	PK3-grade 8	Grades 9-12
Universal coverage	43%	32%	24%	79%
Broad income targeting	55%	41%	30%	100%
"At-risk" children and youth	90%	67%	49%	165%
Narrow income targeting	168%	125%	91%	310%

Source: Analyses developed by the D.C. Policy Center.

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The same information presented as coverage ratios shows what programs have the deepest needs relative to the existing supply. This information shows that afterschool coverage is strongest for grades PK3 through 8 compared to high school programs. In contrast, summer OST programs that serve high school students offer a much more robust coverage compared to OST programs serving younger students during the summer. High school summer coverage, as noted, is mainly driven by the MBSYEP. But even excluding the MBSYEP seats (55 percent of all summer seats),

summer programs that serve high school students still typically offer better coverage than for the PK3 to grade 8 grade band (Table 12).

Estimated gaps for afterschool programs

For children in the younger age group (PK3 through grade 8), the estimated gap between capacity and need for subsidized afterschool programs is 39,528 seats under the broadest program target of universal

Table 13. Estimated citywide gaps for afterschool programs

	Pre-K to grade 8	Grades 9-12	All grades
Universal coverage (all public school students)			
Need	69,888	19,017	88,905
Capacity	30,360	6,090	36,450
Gap	(39,528)	(12,927)	(52,455)
Broad income targeting (300% of FPL)			
Need	55,137	15,013	69,782
Capacity	30,360	6,090	36,450
Gap	(24,777)	(8,923)	(33,332)
"At-risk" status			
Need	33,692	9,119	42,811
Capacity	30,360	6,090	36,450
Gap	(3,332)	(3,029)	(6,361)
Narrow income targeting (100 percent of FPL)			
Need	18,026	4,855	22,753
Capacity	30,360	6,090	36,450
Gap	12,334	1,235	13,697

Source: Analyses developed by the D.C. Policy Center.

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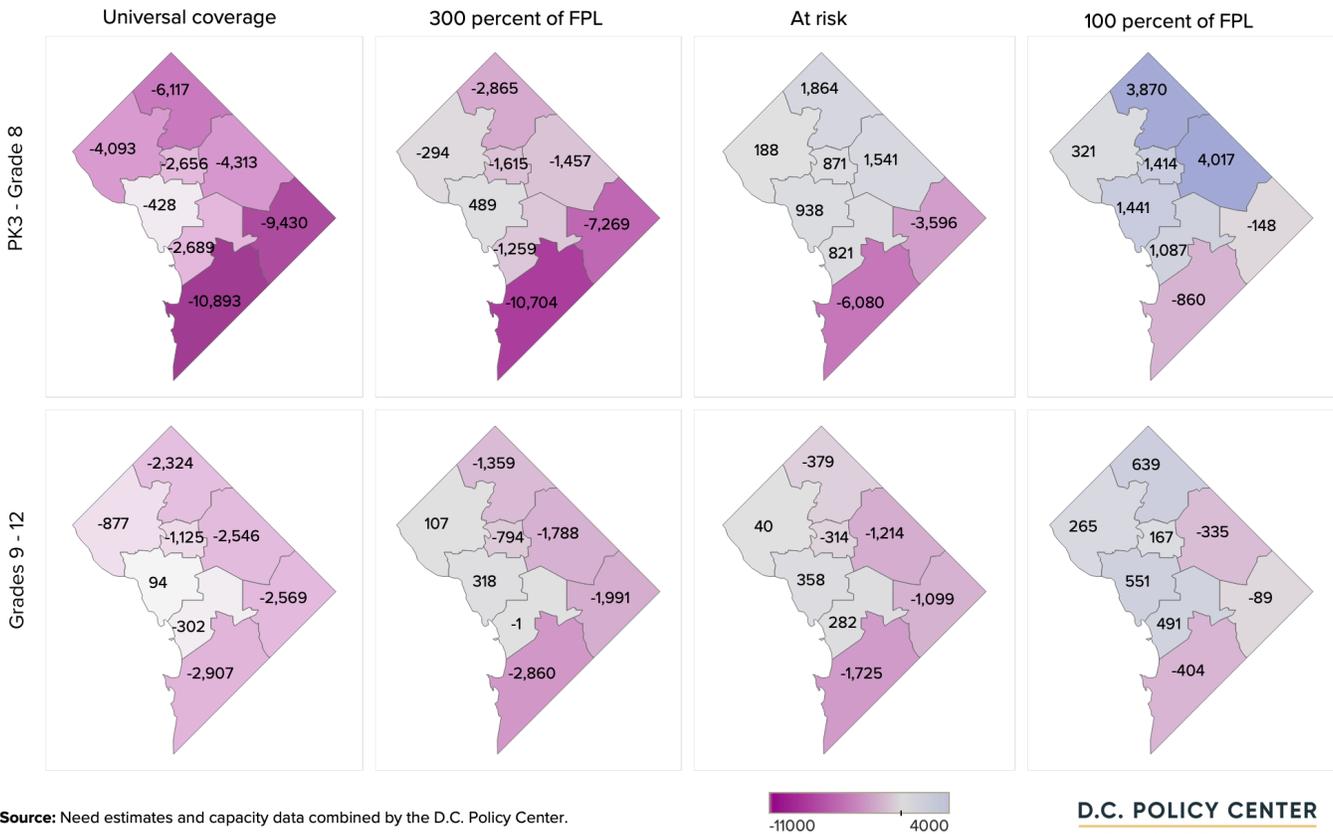
coverage. For narrower targets, the estimated gaps for younger children living in households at 300 percent of the poverty line is around 24,777; for those meeting criteria for “at risk” status, the gap is less than 3,332. Under these hypothetical conditions, there are no estimated gaps in overall capacity to meet the equivalent needs of all children in PK3 through grade 8 living in households below FPL for afterschool programs.

At the high school level, the District would need 12,927 seats to fill the gap between need and capacity to provide subsidized afterschool programs to all youth in grades 9-12 enrolled in public schools. Gaps still exist under the broad income targeting and targeting students with “at risk” status (8,929 seats, and 1,283 seats respectively), but there are sufficient subsidized afterschool slots for the number of students at or below the poverty line (Table 13).

At the ward level, for students attending PK3 through grade 8, the greatest gaps (measured based on students’ residency) are in Wards 7 and 8, followed by Wards 5, 4, and 6. The gap closes for Wards 3, 2, and 1 at broad income targeting of 300 percent of FPL, and closes for all wards except Wards 8 and 6 under the narrow income targeting of children and youth under 100 percent of FPL. At the high school level, the largest gaps are for Wards 8 and 4, and these gaps remain in place, though at manageable numbers under narrow income targeting.

Importantly, the map below bases needs assessments on student residence, which may not be the most convenient for families, particularly for afterschool programming. Whether OST programming should be provided near student’s homes versus near their schools is a policy decision that should be based on demand from families as well as barriers to

Figure 22. Afterschool gaps by ward, based on student residence



Source: Need estimates and capacity data combined by the D.C. Policy Center.



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participation, such as ability of parents to pick students up and transportation options (Figure 22).

Summer programs

For children in the younger age group (PK3 through grade 8), the estimated gap between capacity and need for subsidized summer programs would be 53,454 under the broadest program target of universal coverage. The gaps decline as the need target becomes narrower but remain at all four targets evaluated in this report.

At the high school level, the District faces an estimated gap of 3,974 seats between need and capacity if its goal were to provide subsidized summer programs to all youth in grades 9-12 enrolled in public schools. Under this analysis, there are no overall gaps in estimated capacity for subsidized summer programming under the other three more narrowly targeted metrics for grades 9-12, although it is worth noting that most summer program capacity for high

school-aged youth is the Mayor Marion S. Barry Summer Youth Employment Program.

At the ward level, there are significant gaps in seat availability for children enrolled in PK3 through grade 8 under all targets, except for the narrow target of 100 percent of FPL. For older youth enrolled in high schools, the gaps are much smaller, mostly because of the MBSYEP (Table 14, Figure 23).

Beyond capacity and need

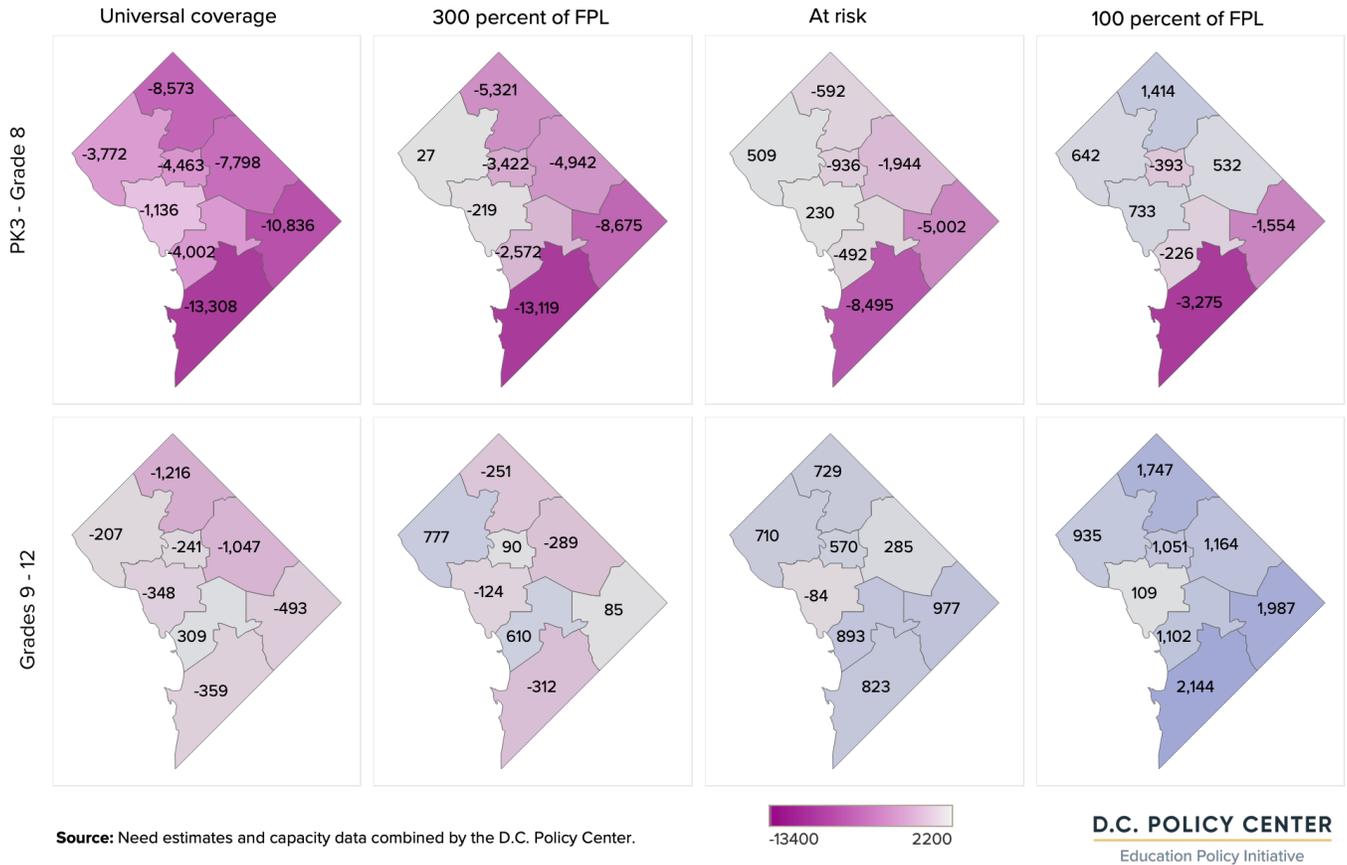
As discussed in previous chapters, the data used to estimate capacity, need, and gaps for subsidized OST programs are incomplete and imperfect. Furthermore, it is important to note that these gap estimates do not consider constraints on families that could prevent them from participating in OST programs. In addition, the gap analysis only considers the number of seats

Table 14. Estimated citywide gaps for summer programs

	Pre-K to grade 8	Grades 9-12	All grades
Universal coverage (all public school students)			
Need	69,888	19,017	88,905
Capacity	16,434	15,043	31,477
Gap	(53,454)	(3,974)	(57,428)
Broad income targeting (300% of FPL)			
Need	55,137	14,927	70,064
Capacity	16,434	15,043	31,477
Gap	(38,703)	116	(38,587)
"At-risk" status			
Need	33,692	9,119	42,811
Capacity	16,434	15,043	31,477
Gap	(17,258)	5,924	(11,334)
Narrow income targeting (100 percent of FPL)			
Need	18,026	4,855	22,753
Capacity	16,434	15,043	31,477
Gap	(1,592)	10,188	8,724

Source: Analyses developed by the D.C. Policy Center.

Figure 23. Summer gaps by ward, based on student residence



available—not whether the associated programs match with families’ needs and preferences.

Many families do not or cannot participate in out-of-school time programs when slots are available. As Chapter 7 will explore, families have many constraints on their time and budgets, and many factors—from program hours that do not align with parents’ work schedules to transportation logistics to concerns about program quality or content—may prevent families from enrolling children and youth in afterschool or summer programs even if they would like to participate. Other families may prefer that children and youth return home after school or participate in enrichment classes or programs other than those discussed in this report.

Older youth may choose not to attend out-of-school time programs because they need to work or care for a family member, or because existing program do not match up with their interests.

This report’s analysis of the capacity and needs for OST programs is not a strict analysis of supply and demand; such an analysis would require incorporating information on the costs of participation for families, which can go beyond program tuition and fees, as well as costs and financing considerations for providers. Any discussion of demand and supply without consideration of these costs will be incomplete.

5. Coverage of and proximity to OST programs

This chapter presents analyses of current coverage defined as the number of OST seats by ward compared to the total number of public school students who live in that ward as well as the number of students who attend school in that ward.

It also develops metrics of exposure, which shows proximity of OST seats to children and youth weighted by the number of students. These metrics are important because they provide a sense of the abundance (or lack) of OST seats within each ward.

Coverage by ward

After school programs

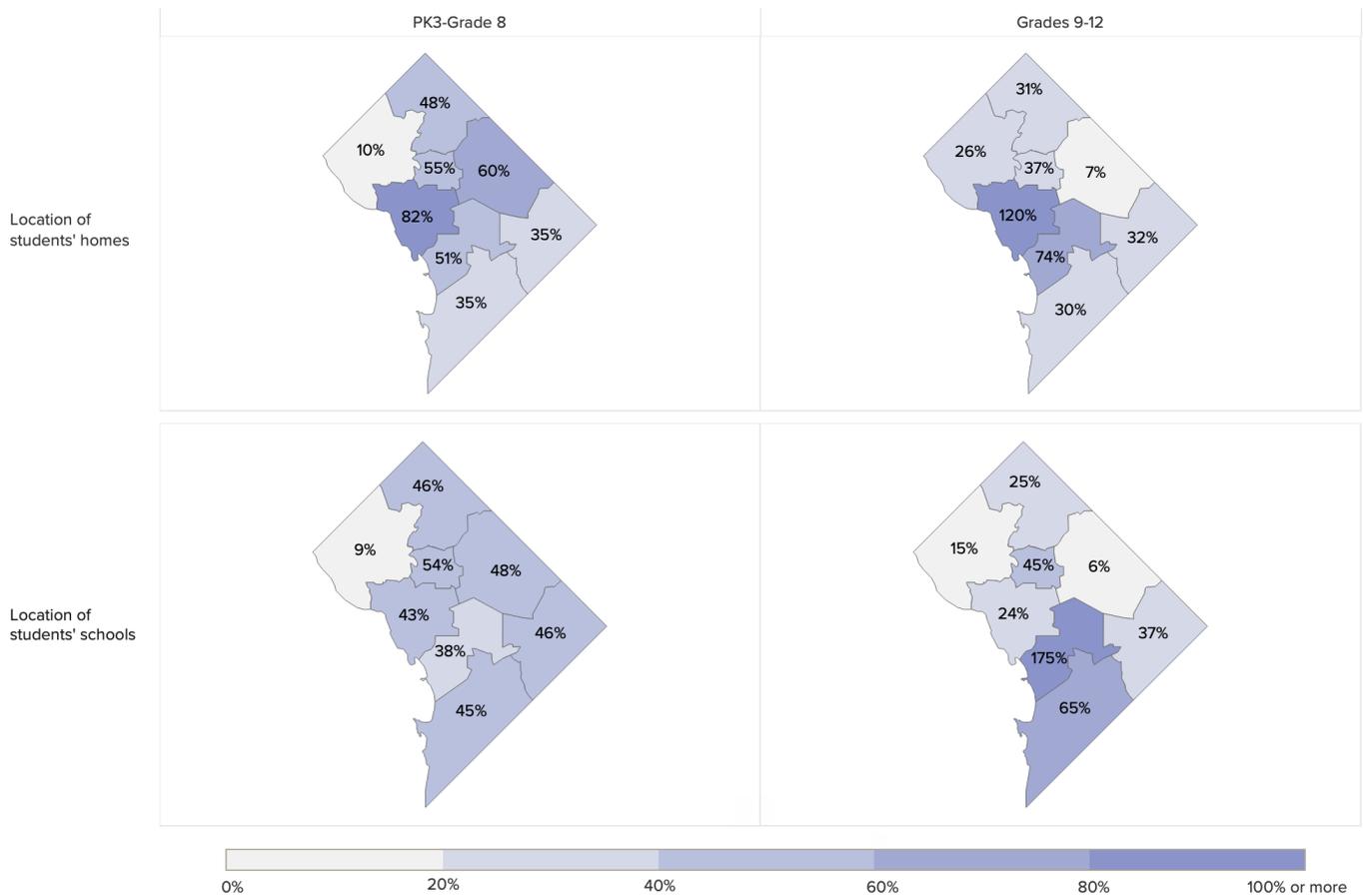
Across the entire city, the number of seats in afterschool programs for students attending PK3 through grade 8 is the equivalent of 43 percent of all public school students enrolled in these grades. This number is much greater than what has been reported for DC at the national level: The Afterschool Alliance found that in 2020, extrapolated from parent surveys that 24 percent of all children and youth had access to after school programs.³⁹

Comparing PK3-grade 8 afterschool program seats in each ward to students who live in that ward, Wards 2 and 5 have the greatest coverage rate (82 percent and 60 percent respectively). But given that for afterschool programs, parents and students may need or prefer to attend an option closer to their school, especially

at earlier grades, coverage calculated using students' school locations is likely more relevant. The coverage picture changes considerably under this metric: Wards 2, 5 and 6 lose considerable ground because there are many more students attending school in these wards than living in them. Wards 7 and 8 have more favorable outcomes when comparing the number of seats to students who attend school there (as opposed comparing seats to students who live there) because many children and youth who live in these wards attend school in another ward.

For students who attend high school, the overall coverage ratio is 33 percent for after school programs. Ward level data should be interpreted with care since high school students are much more mobile and are more likely to attend school somewhere other than the ward where they live. Therefore, the coverage maps are even more sensitive to whether coverage is measured against students' residence versus students' school location. Importantly, Wards 2 and 6 stand out since these wards do not have a by-right school located in their boundaries.⁴⁰ Ward 2 has relatively fewer residential neighborhoods and most of these include apartment buildings with small units. Therefore, the number of public school students who live there (506) is only a quarter of the number of public high school students who attend school there (2,082). Thus, its coverage ratio for afterschool programs when comparing seats to youth who live there (120 percent) is much higher than its coverage ratio calculated by comparing seats to youth who go to school there. Ward 6 also does not have a by-right high school and only three public charter schools which are open to all students from the city. Ward 6 is largely residential with 1,114 high school students living there but only 467 students attending school in the ward (Figure 24).

Figure 24. Coverage by ward for afterschool programs, by grade band, and student residence and school location



Source: Public school student counts by their ward of residence obtained from the DME, and capacity data compiled by the D.C. Policy Center.

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Summer programs

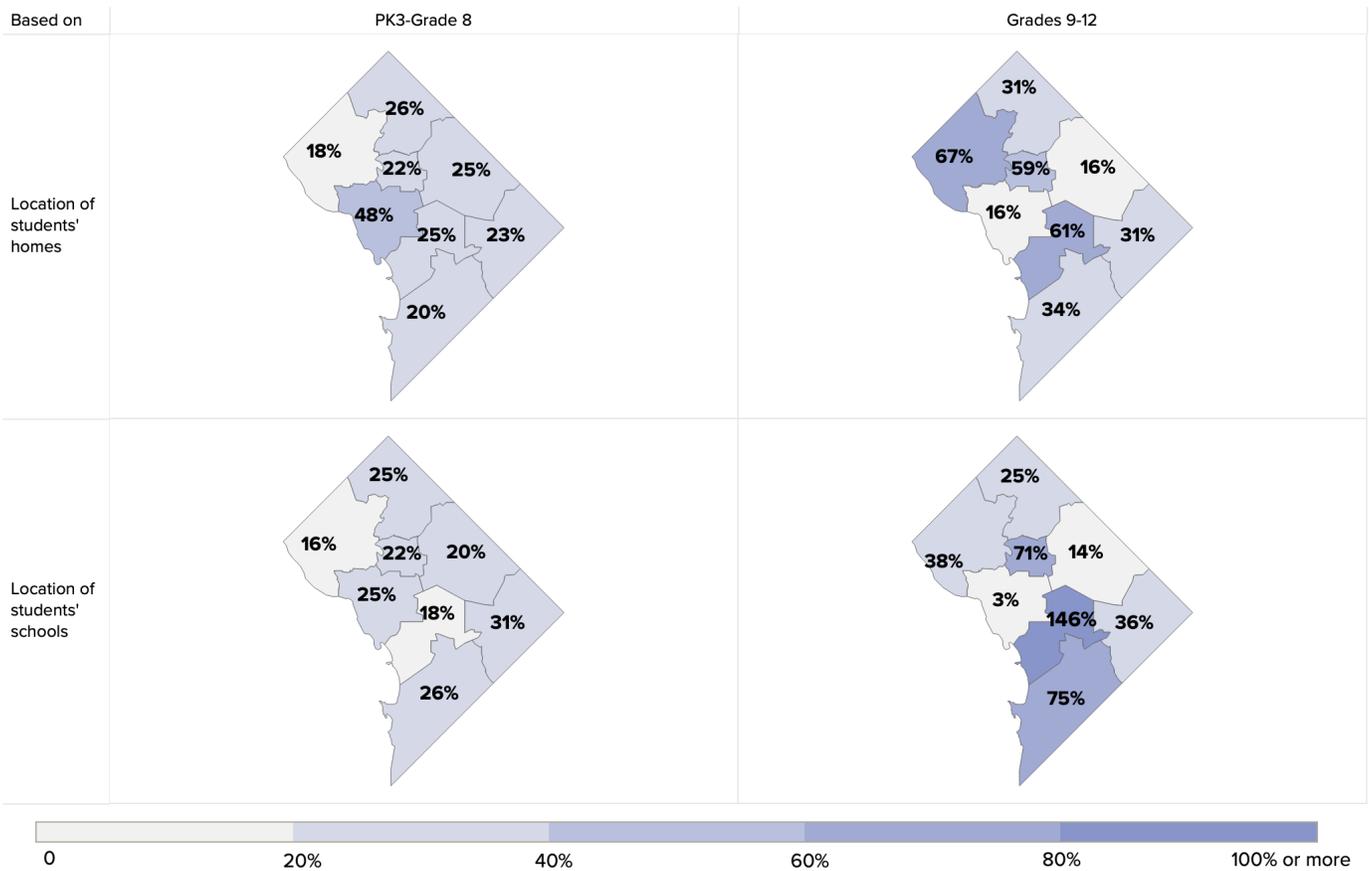
Coverage is much lower for summer programs serving students attending PK3 through grade 8, whether measured against where students live or where they attend school. Citywide, the summer program coverage rate is 23 percent for this grade band. Families and students may have different preferences for the location of summer programs. Since school is out of session for most students, OST programs' proximity to home may be more important than proximity to school. Coverage ratios measured against two metrics vary greatly across some wards: in Ward 2, for example, available summer seats equate to 48 percent of PK3 through grade 8 students who live there (outperforming city average), and 25 percent of students who attend school there (about city average). Coverage is below 20 percent in Ward 3, regardless of how it is measured.

High school coverage ratio for summer programs is extremely high, at 97 percent across the city, but this is largely driven by the MBSYEP. When these seats are excluded, summer program coverage declines to 35 percent. Coverage, based on where students live, is highest in Wards 3 and 6 (67 percent and 61 percent respectively, and lowest in Wards 2 and 5 (16 percent for each ward—Figure 25).

Proximity to OST programs by where students live

While ward level analysis provides a broad understanding of the distribution of existing seats

Figure 25. Coverage by ward for summer programs, by grade band and student residence



Source: Public school student counts by their ward of residence obtained from the DME and capacity data compiled by the D.C. Policy Center.

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relative to the distribution of students and where needs are the greatest, this analysis cannot address the issue of proximity and access. Given that wards are large areas and that it is not always convenient for families to travel across a single ward, one must consider the location of and proximity to OST programs as factor in accessibility. Additionally, the number of students relative to the number of seats is important: in areas of the city where a lot of children and youth reside, there is potentially fiercer competition for existing seats. For example, Wards 7 and 8 have the most seats, but these wards also have the most students, meaning that the potential need is much higher.

To illustrate the importance of proximity, this report uses spatial analysis to determine the availability of OST seats within a certain distance of each census block where students live. This indicator combines information on supply (number of nearby seats) and

need (number of children and youth competing for these seats) to how many seats are within a certain distance (a quarter of a mile, half a mile, etc.) of each census block students live in any direction (spanning a total of half a mile, one mile etc.).⁴¹

It is important to note that how close seats are to where student live may not be the best metric for spatial analysis. For example, it may be more important to have programs close to where students go to school, nearby to transit centers, or nearby to public facilities such as libraries and recreation centers. While we were able to provide coverage ratios based on school location at the ward level, we could not replicate the analysis at the census block level given how concentrated the school locations are in a relatively small number of census blocks. Where to prioritize program location is a decision that should be based on the needs of families, accessibility, and policy goals.

After school program proximity for PK3 through grade 8 students

Across the city, there are 38 afterschool seats within a quarter mile of each student, averaged across the city. This number is greatest for Ward 2 (many more seats than students who live there, so there are, on average,

59 seats within a quarter of a mile of each student's home) and lowest for Ward 3 (2 seats). At every distance, Wards 1, 2, and 4 consistently outperform the city average (Table 15, Figure 26).

As shown in the capacity estimates chapter, Wards 7 and 8 have the highest number of seats relative to

Table 15. Cumulative count of afterschool seats by distance to student residence for PK3 to grade 8 (average by ward)

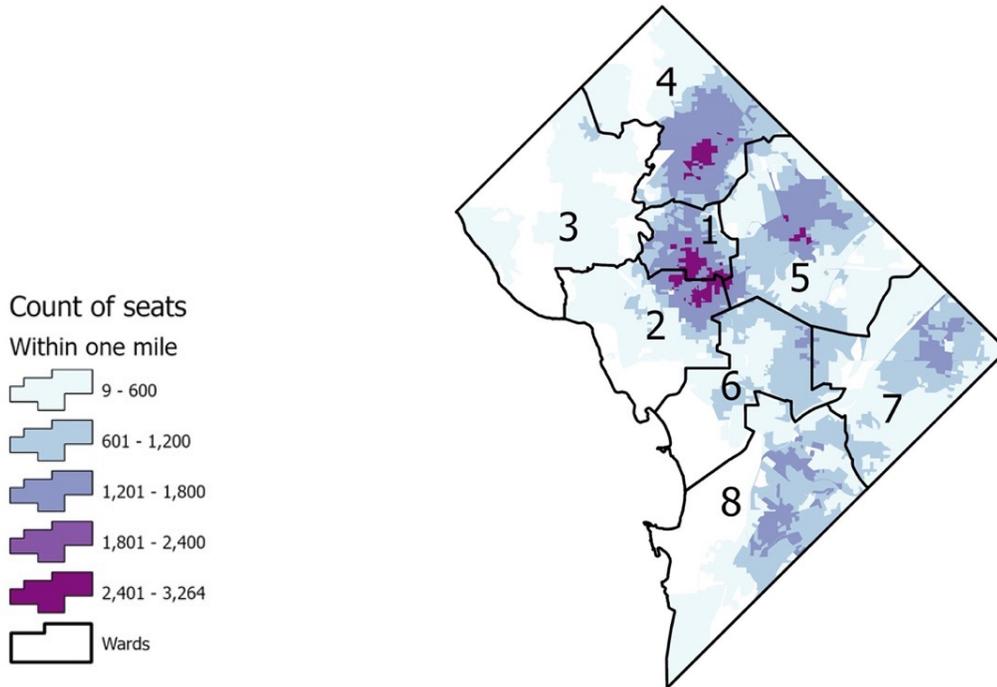
	D.C.	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Under 0.25 miles	38	46	59	2	48	51	30	34	34
Under 0.50 miles	197	264	428	15	284	191	174	150	188
Under 0.75 miles	502	765	1,027	54	734	450	440	389	458
Under 1.0 mile	948	1,502	1,805	118	1,356	894	807	729	870
Under 1.5 miles	2,164	3,577	3,200	284	2,789	2,480	1,758	1,644	2,026
Under 2.0 miles	3,632	5,930	4,788	574	4,320	4,480	3,399	2,780	3,365

Source: Student level data provided by DME, and provider data compiled and geocoded by the D.C. Policy Center.



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Figure 26. PK3 to grade 8 afterschool seats within one mile of students' homes



Source: Public school student counts by their ward of residence obtained from the DME and capacity data compiled by the D.C. Policy Center. Census block map obtained from opendata.gov.

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other wards, but these wards also have the highest number of students, as well as lower housing density. These factors result lower-than-city-average seats in close proximity to students' homes.

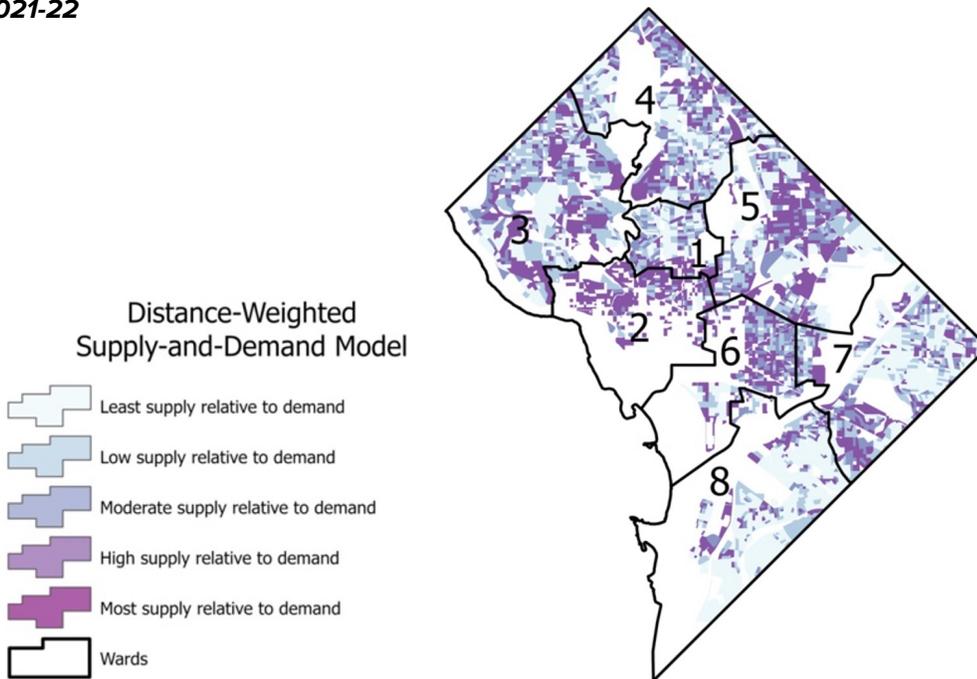
The combined effect of these factors—availability of seats, number of students, and the proximity of these seats to students—is better observed when the calculations presented in the table above are repeated at the census block level. As seen in the table above, there are, on average 948 afterschool seats within one mile of students who attend PK3 through grade 8. The darkest purple areas shown in the map have over 2500 seats per student. Ward 3 and large swaths of Wards 6, 7, and 8 stand out in this map for their relative dearth of seats.

What if families were willing to travel longer distances for afterschool activities? This is particularly relevant in D.C., as many students attend a school other than their by-right school, and if they attend afterschool programs at their schools, then families must travel the longer

distance from school to home. To capture this, we built a distance-weighted supply and demand model, which assumes that every seat is potentially open to every student, but families attach greater weight to nearby seats and a lower weight to seats that are further away. This assumes that programs closest to where children live are most accessible and that in areas where there are large amounts of students, there will be greater competition for OST seats (For more information about the models used in this section, please see the Methodology chapter of the Appendix.)

When adjusted this way, the map looks very different because it is capturing every census block in which a student lives, but the colors get darker if there are more seats nearby relative to the number of students. With these changes, Wards 2 and 3 light up, because there are more seats that are closer to the relatively fewer children living there. In contrast, in certain areas in Ward 7 and 8, where more children live, there are very few afterschool seats serving students attending PK3 through grade 8 (Figure 27).

Figure 27. Distance-weighted supply and demand model for afterschool seats, PK3 to 8th grade, school year 2021-22



Source: Public school student counts by their ward of residence obtained from the DME and capacity data compiled by the D.C. Policy Center. Census block map obtained from opendata.gov.

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Summer program proximity for PK3 to grade 8 students

On average, there are 503 summer seats serving student attending PK3 through grade 8 within a mile of the student’s residences. These numbers are highest for Wards 1 and 4, but as the following map shows, the Ward 1 number is largely driven by a small location with an exceptionally high number of seats. The map of PK3 through grade 8 summer seats within a mile of where

students live shows that summer seats are more evenly distributed across the city than afterschool seats, but at the same time, there are very high concentrations of OST seats in Ward 4, Ward 1, and Ward 7 relative to the location and number of students. Given that nearly half of public-school students live in Wards 7 and 8, there is relatively lower supply in those areas than what would be needed for equal access across the city (based on where students live—Table 16, Figure 28).

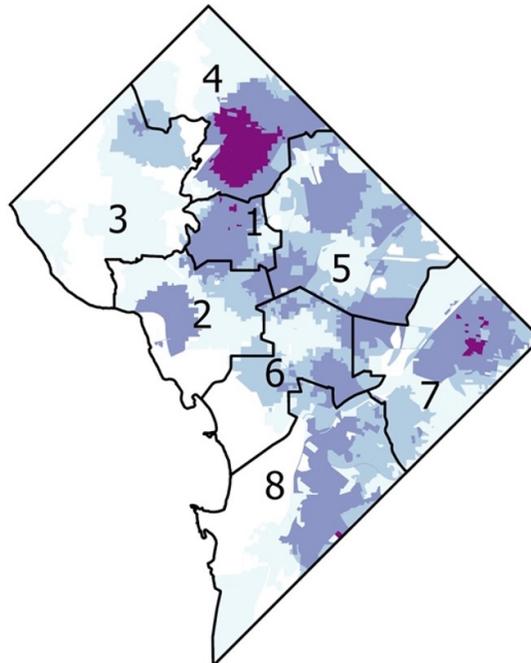
Table 16. Cumulative count of summer seats by distance to student residence for PK3 to grade 8 (average by ward)

	D.C.	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Under 0.25 miles	17	22	6	3	25	17	15	18	14
Under 0.5 miles	103	130	82	22	167	83	85	100	89
Under 0.75 miles	271	380	251	66	444	204	201	260	227
Under 1 mile	503	752	445	127	817	393	370	466	413
Under 1.5 miles	1,127	1,607	976	270	1,604	1,047	863	1,040	1,022
Under 2 miles	1,858	2,692	1,828	478	2,336	1,870	1,560	1,689	1,758

Source: Public school student counts by their ward of residence obtained from the DME and capacity data compiled by the D.C. Policy Center.

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Figure 28. PK3 to grade 8 summer seats within one mile of students’ homes



Source: Public school student counts by their ward of residence obtained from the DME and capacity data compiled by the D.C. Policy Center. Census block map obtained from opendata.gov.

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Afterschool proximity for high school students

There are fewer high school OST seats available than elementary and middle school seats, especially when excluding the MBSYEP (which was not mapped in this analysis, given that the data is by participant residence rather than program location). Due to the reduced number of seats, exposure maps show that there are much fewer program seats in proximity to where students live.

Wards 2 and 4 show relatively high supply, containing pockets where there are over 800 seats available to high school students within one mile. Supply is low in Wards 5 and 3, and Wards 7 and 8 only have concentrations of seats in central areas of the wards. These distributions, like those for afterschool, are weighted by the number of students living in each area. As such, even though some wards have high raw numbers of program seats available, they are not proportional to the number of students who live in those wards (Table 17, Figure 29).

Table 17. Cumulative count of after school seats by distance to student residence for high school (average by ward)

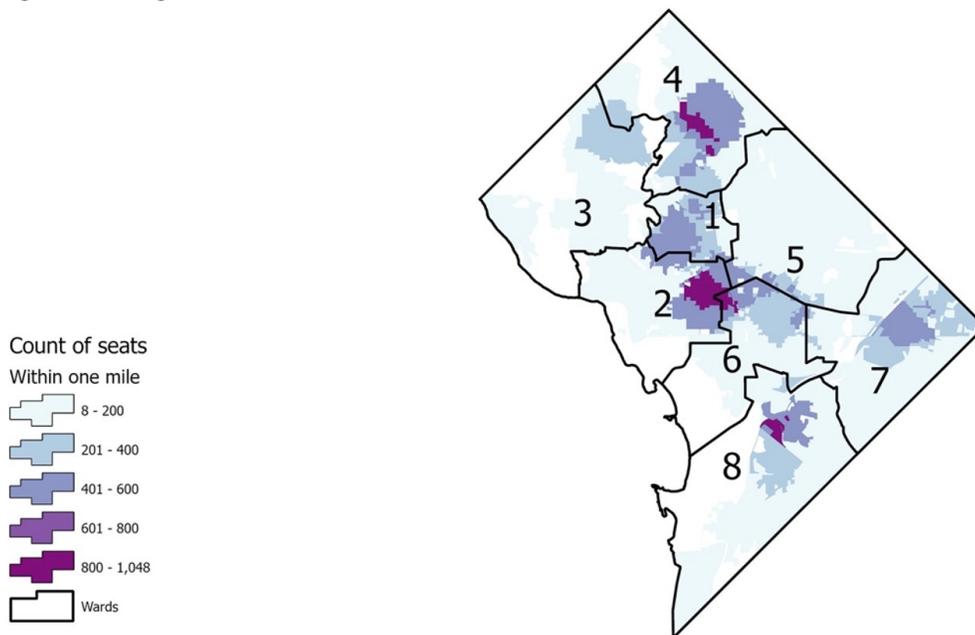
	D.C.	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Under 0.25 miles	7	20	39	0	6	2	7	5	6
Under 0.50 miles	40	79	143	7	60	13	40	39	21
Under 0.75 miles	112	200	333	32	191	32	113	109	65
Under 1.0 mile	221	410	541	76	355	74	219	197	158
Under 1.5 miles	477	807	1,022	154	681	264	459	469	359
Under 2.0 miles	791	1,251	1,500	244	980	525	892	759	691

0 1,500

Source: Public school student counts by their ward of residence obtained from the DME and capacity data compiled by the D.C. Policy Center.

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Figure 29. High school after school seats within one mile of student residence



Source: Public school student counts by their ward of residence obtained from the DME and capacity data compiled by the D.C. Policy Center. Census block map obtained from opendata.gov.

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Summer program proximity for high school students

Seats are most concentrated around students in Ward 1, with the second largest concentration in Ward 4. Ward 8 has two small concentrations of seats, and the rest of the wards have relatively few seats compared to the residence and number of students.

This calculation of seats in relation to students does not include the MBSYEP, which accounts for almost half of all summer OST seats for high school students, because data were not available on where programs were located. The inclusion of these seats in our spatial analysis may influence the distribution across the city (Table 18, Figure 30).

Table 18. Cumulative count of summer seats by distance to student residence for high school (average by ward)

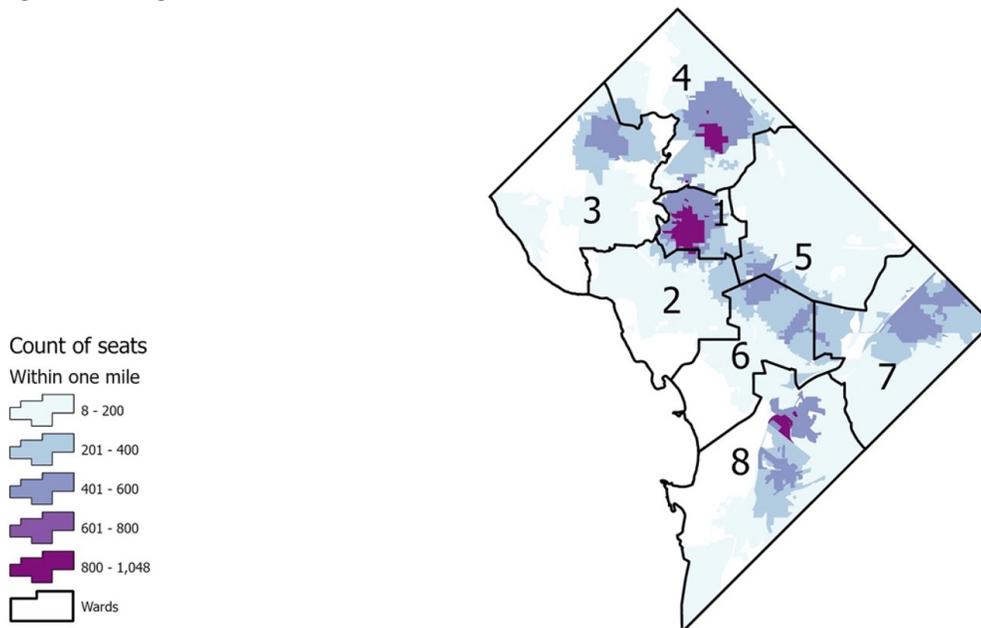
	D.C.	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Under 0.25 miles	9	39	3	2	5	2	5	8	9
Under 0.50 miles	52	157	28	25	65	18	64	52	27
Under 0.75 miles	139	391	121	80	201	42	133	131	81
Under 1.0 mile	263	678	240	174	374	88	237	221	196
Under 1.5 miles	545	1,094	605	341	759	281	479	504	434
Under 2.0 miles	874	1,466	1,128	514	1,103	542	780	811	823

Source: Public school student counts by their ward of residence obtained from the DME and capacity data compiled by the D.C. Policy Center.



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Figure 30. High school summer seats within one mile of student residence



Source: Public school student counts by their ward of residence obtained from the DME and capacity data compiled by the D.C. Policy Center. Census block map obtained from opendata.gov.

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6. Provider characteristics

The D.C. Policy Center administered two surveys to collect information on capacity and program characteristics.

One survey was distributed to CBOs (50 percent response rate), and another was distributed to non-Title I schools and public charter schools (78 percent response rate). The Policy Center received responses from 180 providers including 102 CBOs and 78 schools. This section describes provider characteristics identified through the responses to the survey, and discusses issues frequently mentioned by providers as pressure points or points of concern.

Provider characteristics

Most OST providers have been in operation for long periods of time. Program age information has only been collected from CBOs. Their responses show that most CBOs that operate OST programs have existed for a long time. Nearly half the CBOs that responses to the D.C. Policy Center report operating for over 20 years, and over 80 percent of CBOs have been in operation for over 10 years (Figure 31).

Most OST providers operate in a single ward. 56 percent of CBOs and 88 percent of non-Title I and charter schools operate in a single ward, and generally out of a single location. CBOs are more likely to

Figure 31. CBO years of operation (reported in 2022)

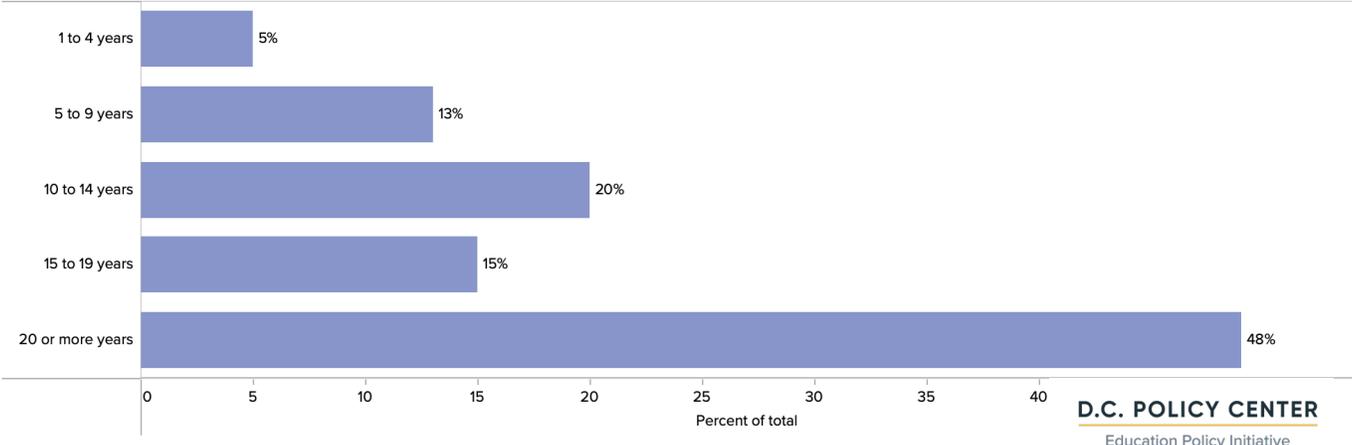
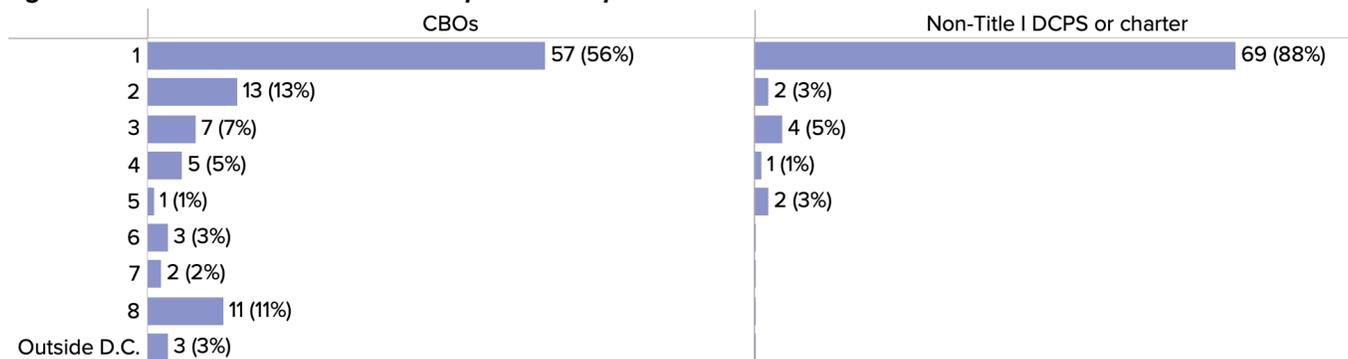


Figure 32. Number of wards in which providers operate



Source: D.C. Policy Center calculations based on survey response.

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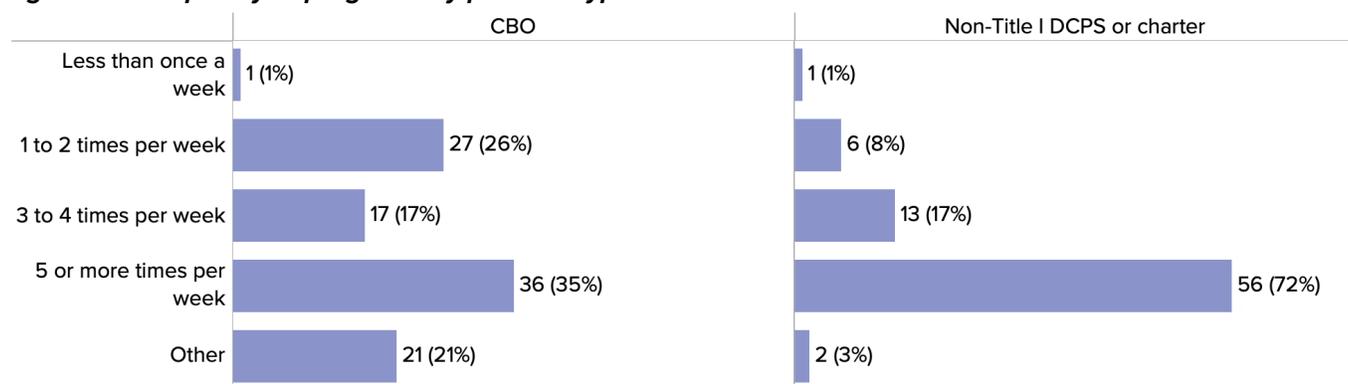
operate in multiple wards, which is expected, given the nature of schools. Approximately 20 percent of CBOs operate in six or more wards, whereas no school operates in more than five wards. A small share of CBOs also operate programs outside of the District (for example, specific camp groups or nature centers), but these often serve D.C. students (Figure 32).

Most OST providers offer program five or more times per week. It is rare to see OST programs that operate fewer than one day per week. Most CBOs and schools offer programs five days per week or more (56 percent of CBOs and 75 percent of schools). Schools

are more likely to offer OST programs that run at least five days a week.

OST providers tend to offer programs that run between 2 to 4 hours per day. Approximately 43 percent of CBOs and 55 percent of schools offer programs that run somewhere between 2 to 4 hours. A small share of CBOs offer programs that can last longer than 4 hours, but these tend to be over the weekends or during school closures. About one in five CBOs and one in 10 schools offer programs that last fewer than 1.5 hours per day.

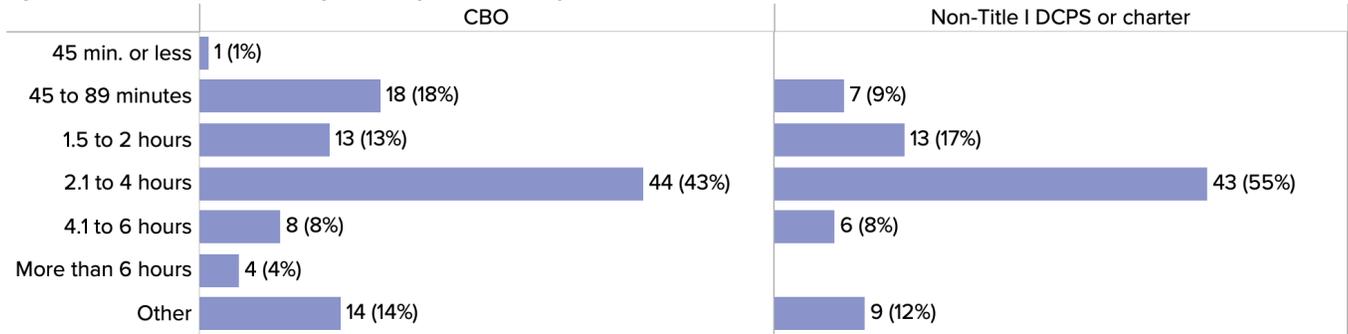
Figure 33. Frequency of programs by provider type



Source: D.C. Policy Center calculations based on survey response.

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Figure 34. Duration of programs by provider type



Source: D.C. Policy Center calculations based on survey response.

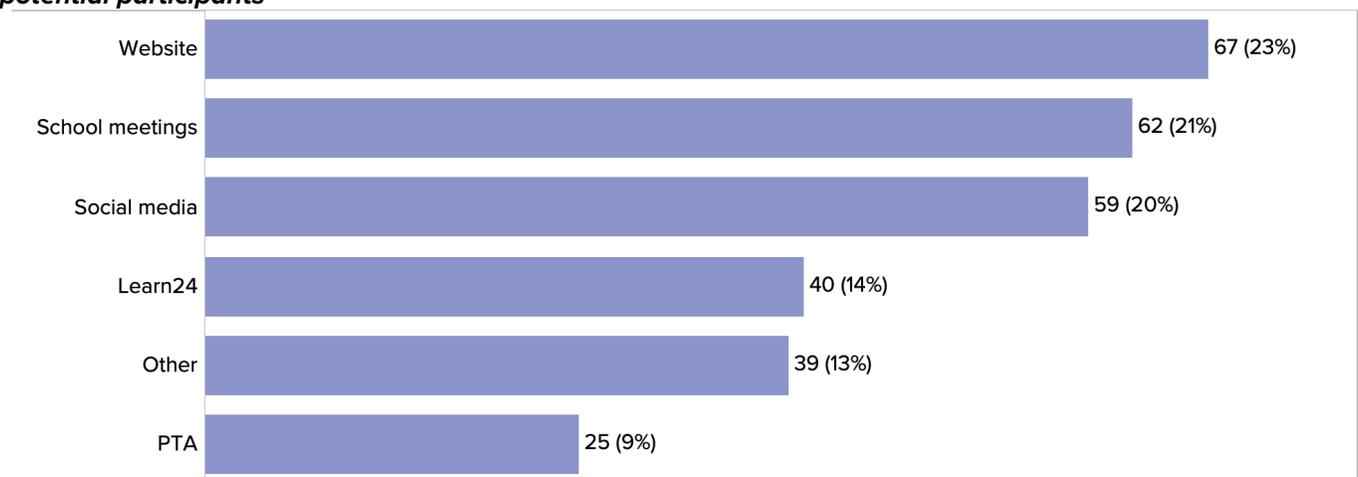
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OST providers most frequently use school meetings, their websites, and social media to reach families. For programs that are operated by schools, it is relatively easier to communicate with parents and students since schools themselves have established communications channels (email, text messages, or backpack mail) with parents. CBOs, however, do not generally have this option available to them. The D.C. Policy Center survey distributed to CBOs inquired about the most common methods of reaching out to parents or potential participants. These responses show that CBOs are most likely to use their website

or social media or attend school meetings to inform parents and students about their program offerings. Only 39 percent of CBOs report using Learn24 as a means of information potential participants, and only 25 percent attend PTA meetings or use PTAs (Figure 35).

Most programs were offered in-person during school year 2021-22. Among CBOs, 61 percent reported offering in-person programs. This share was even higher for schools—87 percent. Approximately 24 percent of CBOs and 6 percent of schools offered hybrid programs. Virtual programs were rare during

Figure 35. Number and share of CBOs that use various communication channels to inform families and potential participants



Source: D.C. Policy Center calculations based on survey response.

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that school year, especially among schools. Only six schools offered virtual programs (generally along with hybrid options—Figure 36).

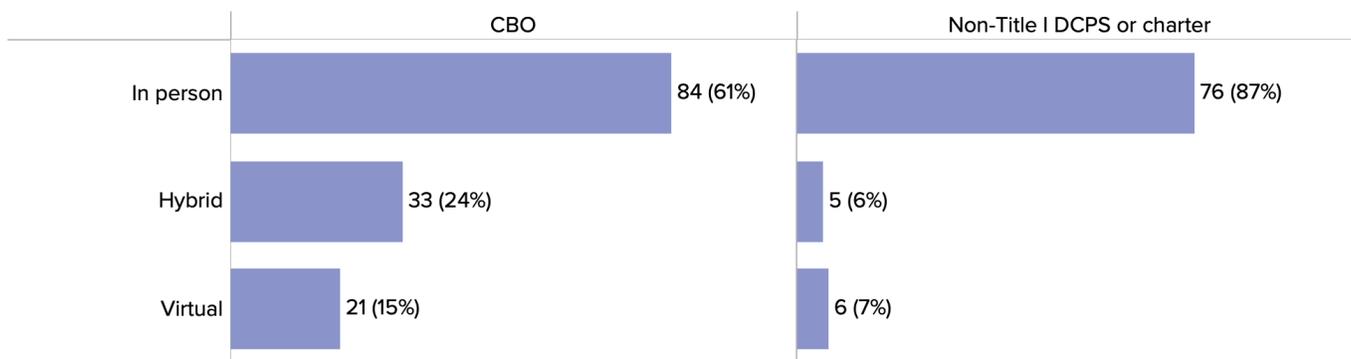
CBOs and schools focus on different areas in their OST programming. Arts and academic programs (including tutoring) are the most frequently offered by CBOs and schools. CBOs are more likely to offer programs that are focused on college and career readiness, whereas programs organized by non-Title I and charter schools are more likely to focus on STEM and sports. Business-focused programs are relatively rare for both providers. Only seven CBOs

and six schools reported offering OST programs with a business focus (Figures 37, 38).

The majority of CBOs work with at-risk students.

Across the District’s public schools, approximately 49 percent of students are designated as at-risk for funding purposes. Through the D.C. Policy Center surveys, CBOs were asked about the various characteristics of at-risk students they serve. Their responses indicate that 76 percent of CBOs (78 respondents) serve at-risk students. The most common at-risk factor reported by CBOs is economic hardship (eligibility for TANF or SNAP programs). In addition, 53 percent of CBOs report serving students who are

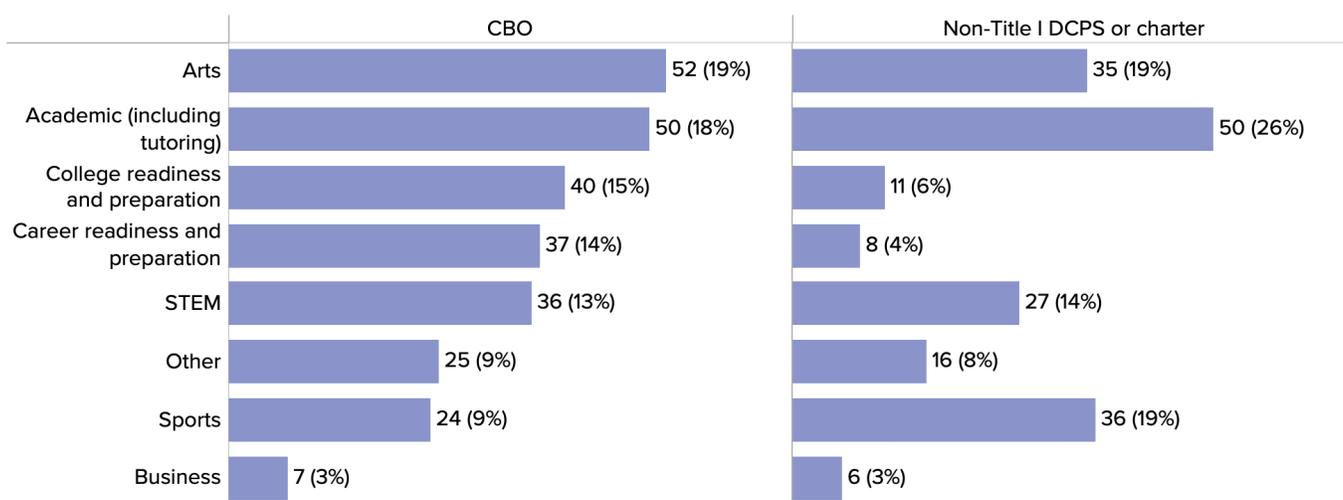
Figure 36. In-person, hybrid, and virtual program options



Source: D.C. Policy Center calculations based on survey response.

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Figure 37. Number of providers by program type (and share in total providers)



Source: D.C. Policy Center calculations based on survey response.

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Figure 38. Program focus by ward



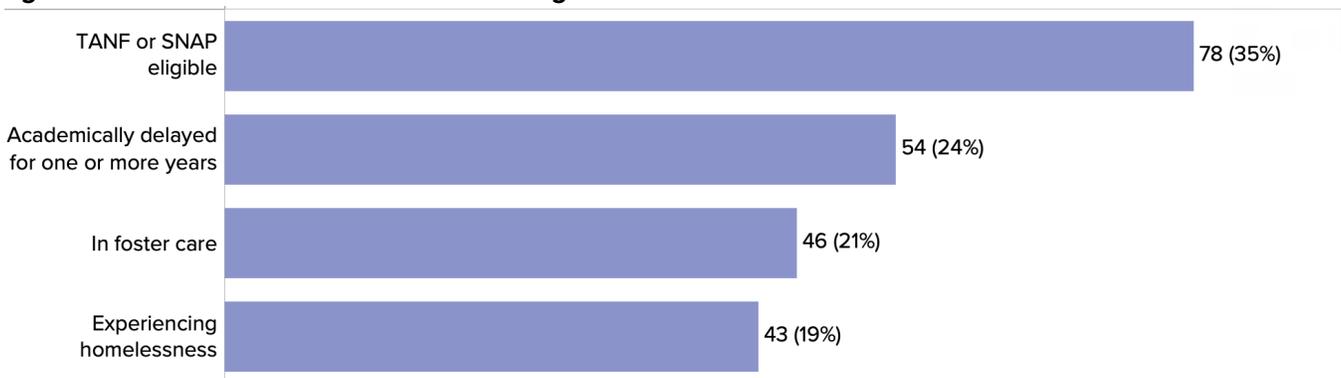
Source: Provider surveys administered by the D.C. Policy Center.

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delayed at least one year (though these students might be attending PK3 through grade 8, and if this is the case, will not be officially designated as at-risk until they begin high school), 45 percent report serving students who are in foster care, and 42 percent report serving students who are experiencing homelessness (Figure 39).

CBOs and schools frequently serve special populations. 75 percent of CBOs and 85 percent of schools report serving special student groups in their OST programs. Providers are most likely to serve students with Individual Education Plans or 504 plans, English learners, and in the case of schools, students with disabilities. Approximately 45 percent of providers

Figure 39. Number and share of CBOs serving students with at-risk characteristics



Source: D.C. Policy Center calculations based on survey response.

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reported that they serve immigrant students, and about 30 percent reported serving undocumented students. 35 percent of the CBOs and 47 percent of schools also reported serving children and youth with mental health needs. These numbers are most likely underestimates since some providers do not track this information or were not able to answer this question.

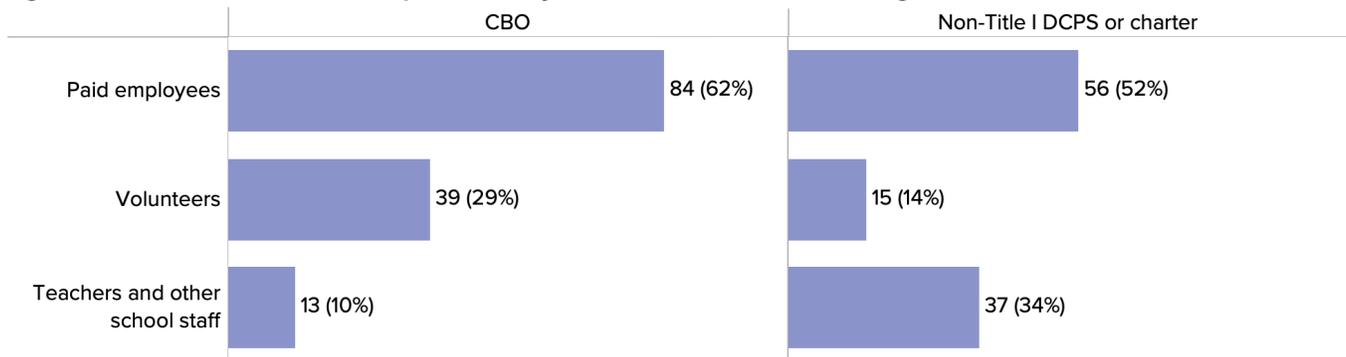
Importantly, just because a program may be open to students with special needs does not mean that the program provides the support that students need. As such, additional research and resources may need to be devoted to determining what students need and how programs communicate what services they provide.

OST providers most frequently rely on paid employees to staff their programs. 82 percent of CBOs and 72 percent of non-Title I and charter

schools report using paid employees to staff their programs. CBOs are far more likely to rely on volunteer staff (38 percent report doing so) than schools (19 percent). In contrast, nearly a quarter of schools report using teachers and other school staff to deliver OST programs. This share is only 6 percent among CBOs (and limited to CBOs providing programs in school locations—Figure 40).

OST providers typically keep participant to staff ratio under 15 to 1. Only 7 percent of CBOs and 4 percent of non-Title I or charter schools report having staffing models with one staffer for 15 or more participants. CBOs typically have lower class sizes, with 41 percent reporting having one staff for 10 or fewer participants. Among non-Title I and charter schools, this share is 29 percent (Figure 41).

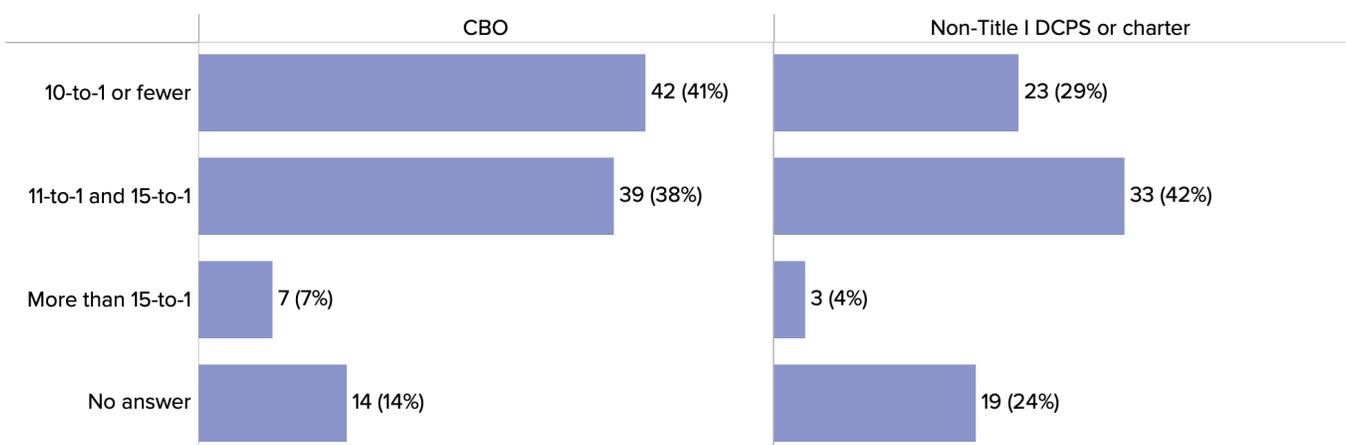
Figure 40. Number and share of providers by their main source of staffing



Source: D.C. Policy Center calculations based on survey response.

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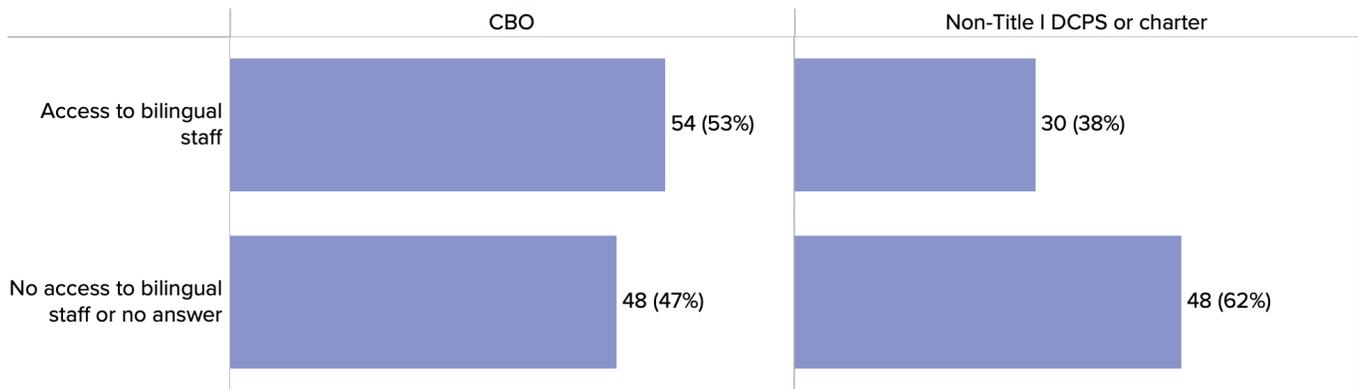
Figure 41. Number and share of providers by their staffing model



Source: D.C. Policy Center calculations based on survey response.

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Figure 42. Number of providers with access to bilingual staff (and share in total providers)



Source: D.C. Policy Center calculations based on survey response.

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OST programs operated by CBOs are more likely to have bilingual staff than programs run by schools.

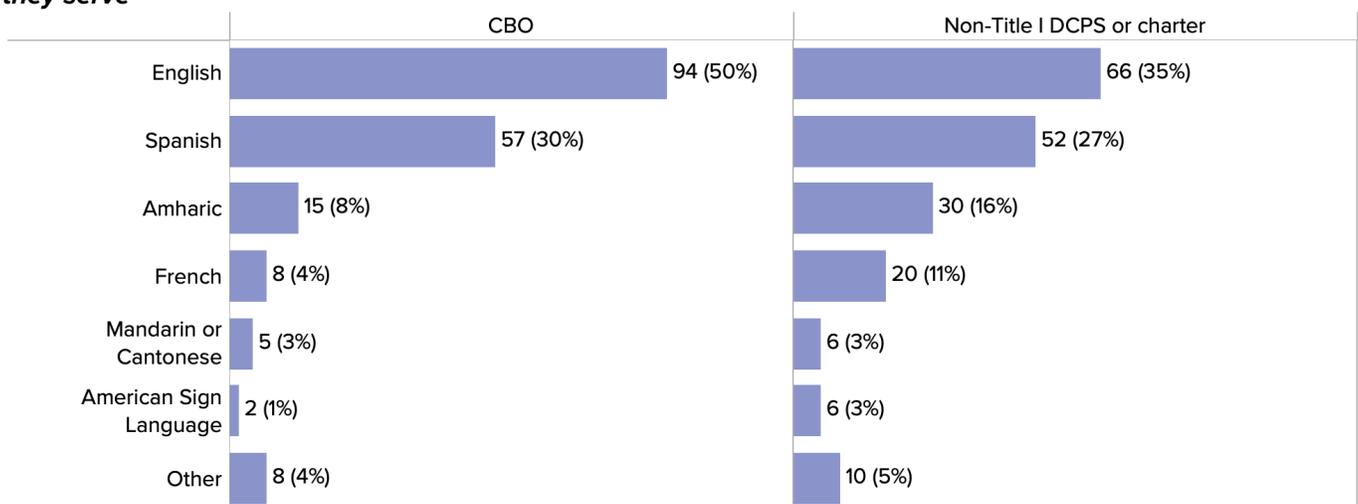
53 percent of CBOs that responded to the D.C. Policy Center survey had access to bilingual staff. In contrast this share was 38 percent among OST programs ran by non-Title I or charter schools. It is possible that access to bilingual staff is greater than what is stated in provider responses because a large share of providers do not track this information (14 percent among CBOs and 27 percent among schools.) Additionally, access to bilingual staff is not the same as being

able to serve students and families in their native language or providing culturally-reflective care (Figure 42).

Providers most frequently report Spanish (after English) as the most common language spoken by the children and youth they serve.

56 percent of the CBOs and 67 percent of non-Title I and charter schools report Spanish as one of the languages spoken by the children and youth in their programs. After Spanish, the most frequently mentioned languages are Amharic and French

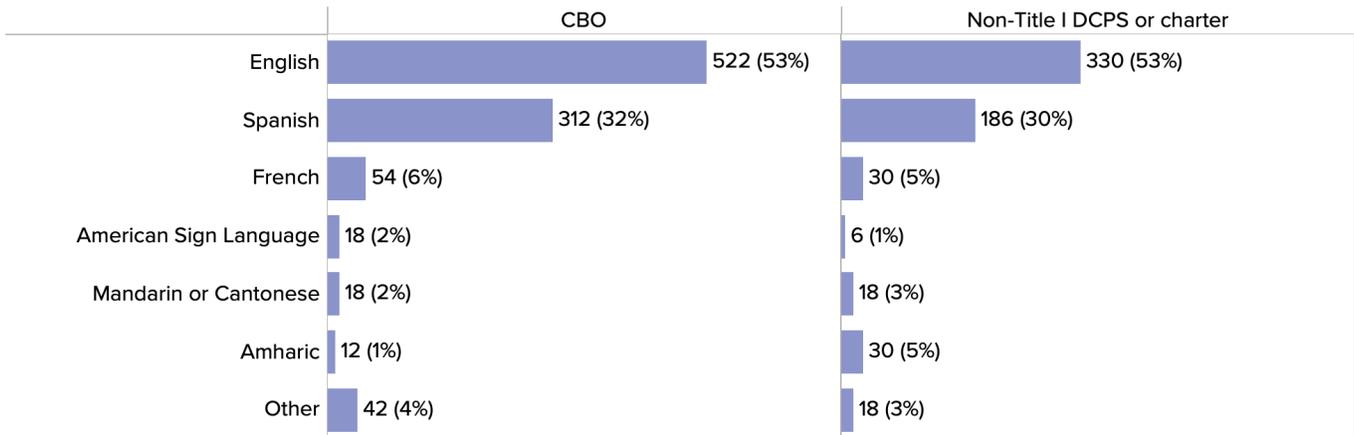
Figure 43. Number (and share) of providers that report certain languages as spoken by the children and youth they serve



Source: D.C. Policy Center calculations based on survey response.

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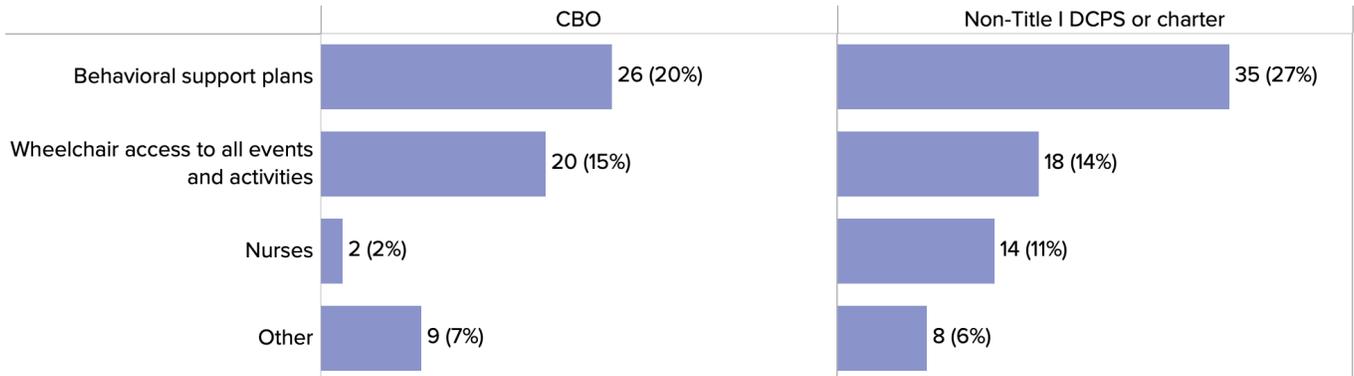
Figure 44. Number (and share) of providers that report certain languages as spoken by their staff



Source: D.C. Policy Center calculations based on survey response.

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Figure 45. Number (and share) of providers with resources for students with disabilities



Source: D.C. Policy Center calculations based on survey response.

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(especially among non-Title I and charter providers), followed by Mandarin and Cantonese (Figure 43).

For every language other than English, providers less frequently report access to staff who can speak that language compared to the children and youth.

For example, 56 percent of CBOs and 67 percent of non-Title I schools report serving children and youth speaking Spanish, but only 51 percent of CBOs and 40 percent of non-Title I schools report having access to staff speaking Spanish. Similarly, 39 percent of schools

report serving students who speak Amharic, but only 6 percent of schools report having staff who can speak this language. These results are partly driven by fewer providers collecting information on the language skills of their employees. It is possible that more staff can speak different languages, and providers simply do not know this information (Figure 44).

Access to resources that support behavioral services is more common for programs provided by schools. The most common resource available to

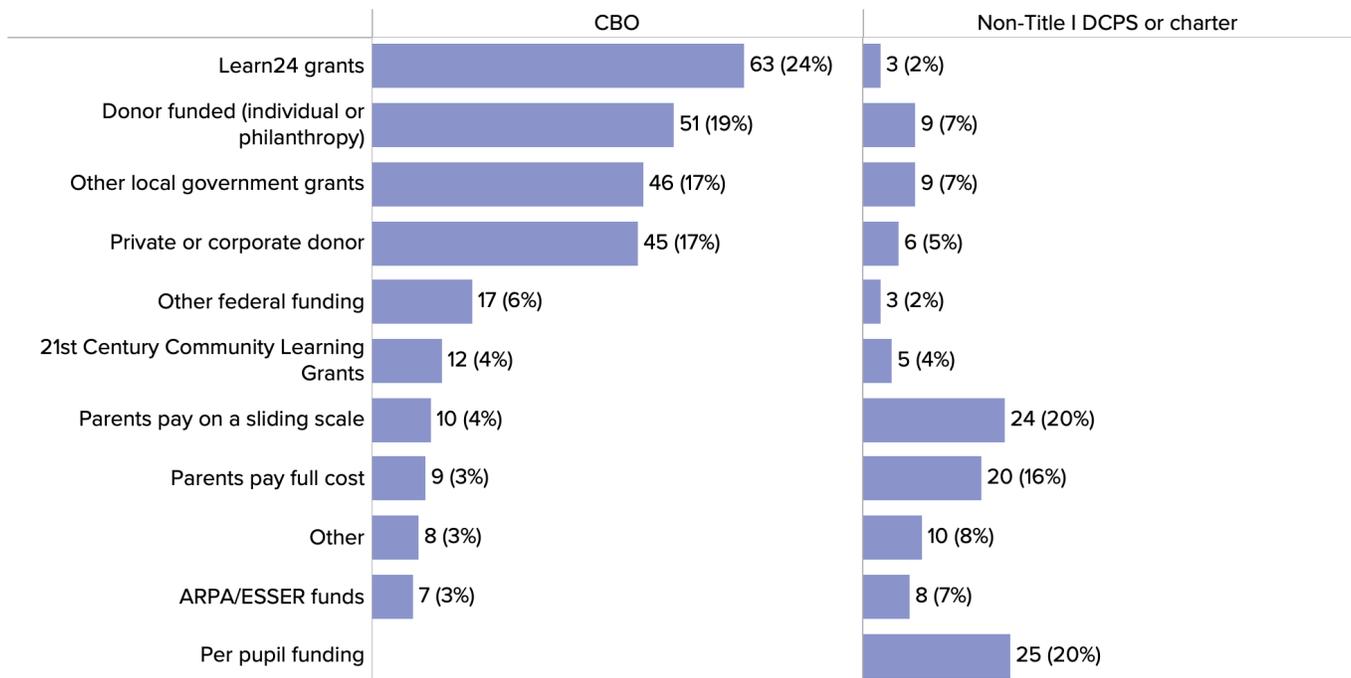
students attending OST programs is behavioral support plans. 45 percent of all non-Title I and charter schools and 25 percent of CBOs report using behavioral support plans to support students with disabilities. The second most common resource is wheelchair access to all events and activities to support students with physical disabilities. 20 percent of CBOs and 23 percent of schools report providing this service to their students. Nurses are relatively more common at programs provided by schools since most schools have school-based nurses. Only two CBOs (2 percent of respondents) reported having access to a nurse (Figure 45).

Additionally, approximately a quarter of CBOs and 20 percent of non-Title I and charter schools report training their staff on the needs for students with disabilities, such as IEPs and IDEA laws. The majority of providers provide staff training every three months or less frequently. Only about 7 percent of CBOs and 15 percent of non-Title I and charter schools offer training that is monthly or every other month.

PTA involvement is rare in the OST space. Only 10 CBOs (serving school-based programs) and nine schools reported that PTAs are involved in the OST programming. PTAs, when involved, are most likely to support program delivery and recruitment of students. Involvement of PTAs in financial support of OST programs is rare. Only one CBO and three schools reported that PTAs are actively involved in funding or fundraising for OST programs.

CBOs and non-Title I and charter schools have very different funding streams. Among CBOs, the largest sources of funding are Learn24 grants (35 percent of CBOs report receiving them), individual or corporate donors (28 percent and 25 percent respectively), and other government grants (26 percent). A small share of CBOs reported charging fees to families either for the full cost of the programs or on a sliding scale. In contrast, the most frequent source of funding for non-Title I and charter schools is the funding they received through the per pupil funding formula (in case of charters) or in their school budgets (in case of DCPS schools). A larger share of programs run by schools

Figure 46. Number (and share) of providers that report certain funding sources



Source: D.C. Policy Center calculations based on survey response.

charge user fees. Individual or corporate donations are not a significant source of funding for schools.

Issues frequently mentioned by providers

In addition to survey information, the D.C. Policy Center collected additional qualitative information from service providers through open-ended questions and interviews. Providers pointed out the following constraints and bottlenecks that negatively impact their programs.

Staffing

CBOs, public charter schools (and to a lesser extent, non-Title I DCPS schools) most frequently mentioned hiring and retaining qualified staff as a significant challenge that providers face. One main difficulty mentioned by providers in hiring staff is the delay in receiving clearance from the District's Child Protective Registry. When staff are hired, they must complete a lengthy background check that, recently, has been taking many months to complete. These delays make it difficult for programs to increase capacity to meet increased enrollment, hire staff to help with students with special education needs, and recruit workers. This slow pace of clearance is impacting other D.C. government operations as well. For example, the lack of substitute teachers and paraprofessionals at D.C. Public Schools is often tied to the long and uncertain clearance process.

Many providers mentioned that the conditions of OST jobs were either undesirable for many people, or that wages would need to increase to attract qualified staff. Providers mentioned that wages need to increase for them to attract and retain staff, and that current grant funding is not enough to cover competitive wages. Additionally, providers mention that it is generally difficult to recruit qualified staff for part-time work, and hard to get volunteers, especially due to the extended background clearance processing time.

Funding

When asked about obstacles to expanding programming, the most frequently mentioned issue

was funding. Providers frequently mentioned the delays in the timing of grants, instability of grant funding, and the need for additional funds to provide care to special populations. Some providers mentioned that programs had been scheduled to start before they received grant funding, causing delays to program start times. Providers also mentioned that they had difficulty securing grants and that grant funding was not a stable source of income for them.

In addition to the timing and security of grant funding, providers noted that more funding was needed to cover family costs or provide care to special populations. Likely due to circumstances surrounding the Covid-19 pandemic, many families have had reduced capacity to pay for OST programs as they are experiencing economic hardships. This has likely reduced the amount that families can contribute to program costs or pay program fees. Additionally, providers have noted that additional funding may be needed to hire staff to work with students with special needs. Some students need 1:1 care to participate in OST programming, and while there is dedicated funding in schools to provide this care, that funding is not available to OST providers.

Rising costs

Inflation has increased costs for providers, and many services have become more expensive over time. One expense that many providers mentioned was that of insurance. Cyber insurance and other required insurance for OST programs has increased substantially in price, as much as tripling this cost for some providers. Additionally, staff salaries have increased for many providers as staffing has become more difficult, and many providers mentioned difficulties securing leases or working with schools to secure space. Finding and securing consistent space for OST programming was the third most mentioned challenge that providers mentioned.

Enrollment and attendance

Issues with communication and possible changes in priorities for families and students have caused lower enrollments in OST programs than in pre-pandemic years. When the Covid-19 pandemic began, out of school time programs either stopped operations, or shifted to virtual programming. Now that restrictions on in-person programming have been lifted, programs have started in person operations again, lines of

communication between programs and families have been broken and many programs have struggled to recruit students and families. Additionally, many providers noted that some students and families, especially those in high school, may have different priorities or competing obligations. For example, in the pandemic many high school students fell behind in their required service hours needed to graduate and are now trying to complete them on a compressed time schedule which conflicts with OST programming. Some other high schoolers took on jobs to earn extra income or help their families. For these reasons and more, while most providers reported increased enrollment from the early Covid-19 pandemic years, most still reported that enrollment was below pre-pandemic numbers.

In addition to reduced enrollment, providers noted that attendance was often unpredictable. Staff members at several schools who work at OST programs reported that schools are also having issues with attendance and engagement, and that in some cases only 40 percent of students are actively attending and engaged. Additionally, exposure to Covid-19 in school

and at home can cause students to miss classes and OST programming due to quarantines and sickness. Due to privacy laws, schools cannot share information about sick students to providers.

Participant needs

Since the onset of the Covid-19 pandemic, OST demand has shifted, enrollment and attendance has changed and become less stable from pre-pandemic levels, costs have increased for providers, and student needs have changed. When asked about the needs of students in OST programs, providers frequently mentioned that youth needed additional emotional support, had difficulties managing conflict, needed academic support, and showed learning loss, were facing economic hardship, and needed direct services. Necessary direct services included food, clothing, toys, and transportation.

7. Experiences of parents and guardians

The D.C. Policy Center administered a survey to parents and guardians of children who are eligible to participate in OST programs.

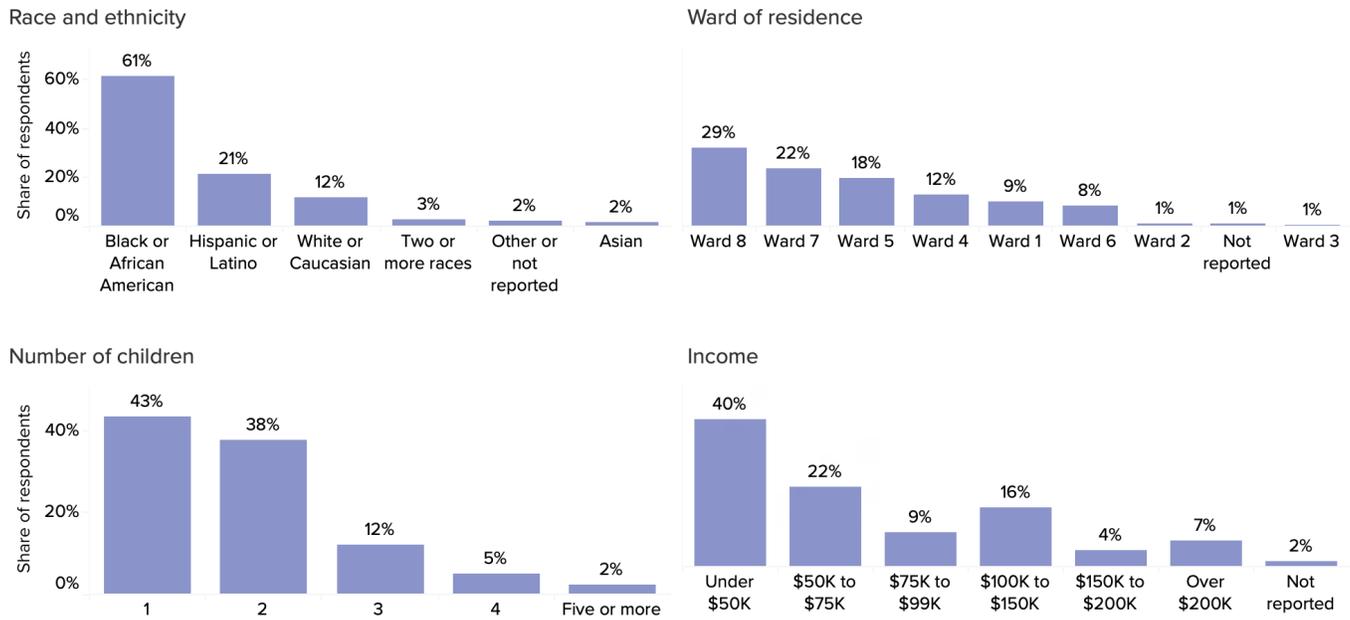
The survey was disseminated in both English and Spanish by Parents Amplifying Voices in Education (PAVE) to a total of 181 households, representing 318 children. To determine participants, PAVE collected a sample of their participating parents and guardians for whom they had complete demographic information and selected 200 parents or guardians that were representative of D.C. populations (by race, income, ward, etc.). PAVE sent messages to the selected parents and guardians asking if they wanted to opt-in to participate, and PAVE sent the survey to those that opted in. Those who completed the survey were given \$50 as an incentive. A copy of the survey can be found in the Appendix.

Family and child demographics of survey respondents

The plurality of survey respondents live in Ward 8, have household incomes below \$50,000, are Black, and are not Hispanic. 82 percent of the respondents had two or fewer children and youth in their households (Figure 47).

Children and youth captured by the survey were evenly distributed across grade levels. Majority of the children and youth speak English and about 16 percent speak Spanish. Three percent of the children were learning English as a second language, and twenty percent of the children and youth have Individual Education Plans (IEPs) or are in a Special Education program (Figure 48).

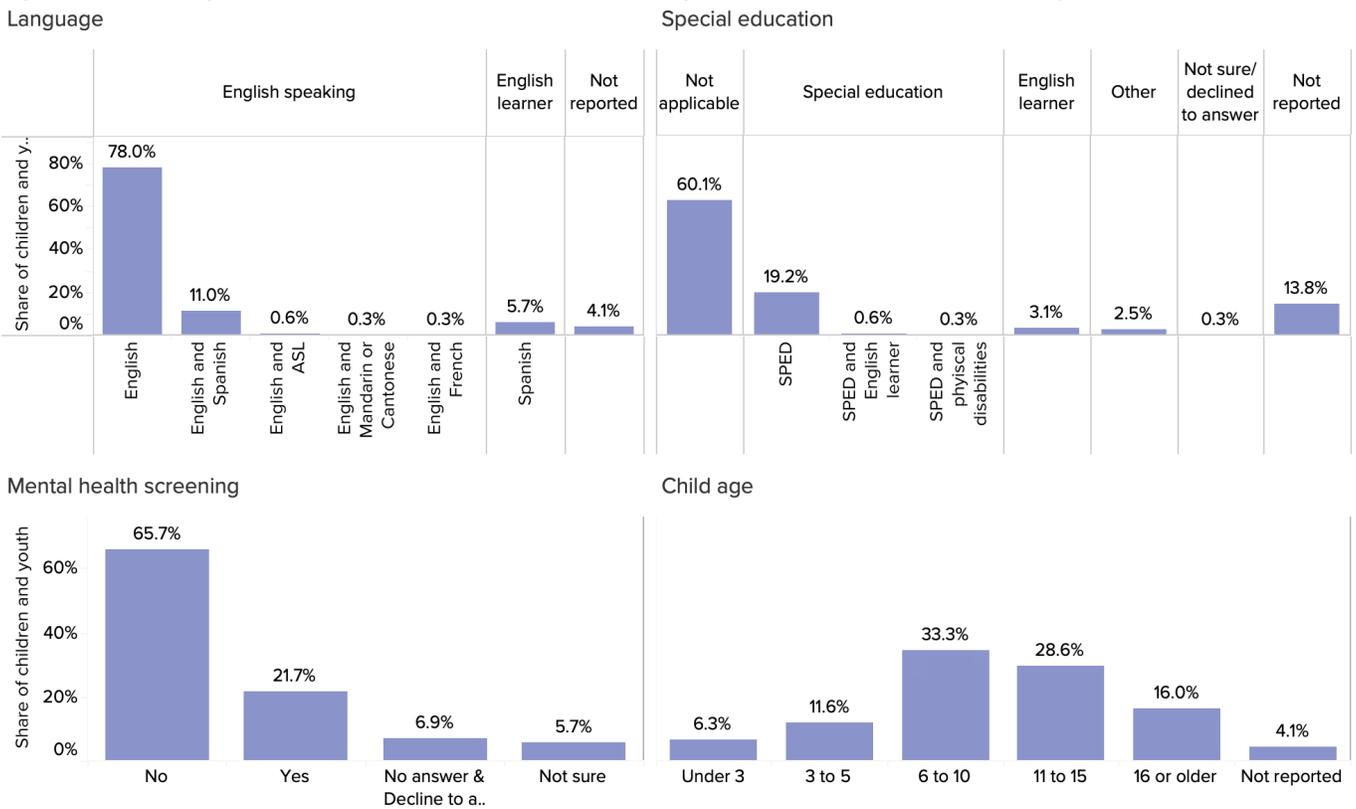
Figure 47. Demographic characteristics of survey respondents



Source: Parent survey conducted by PAVE.

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Figure 48. Demographic characteristics of children and youth who are in care of survey respondents



Source: Parent survey conducted by PAVE.

Note: The charts on language and special needs depict the incidence of special needs. Some children and youth meet multiple criteria.

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Participation in OST programs and barriers to access

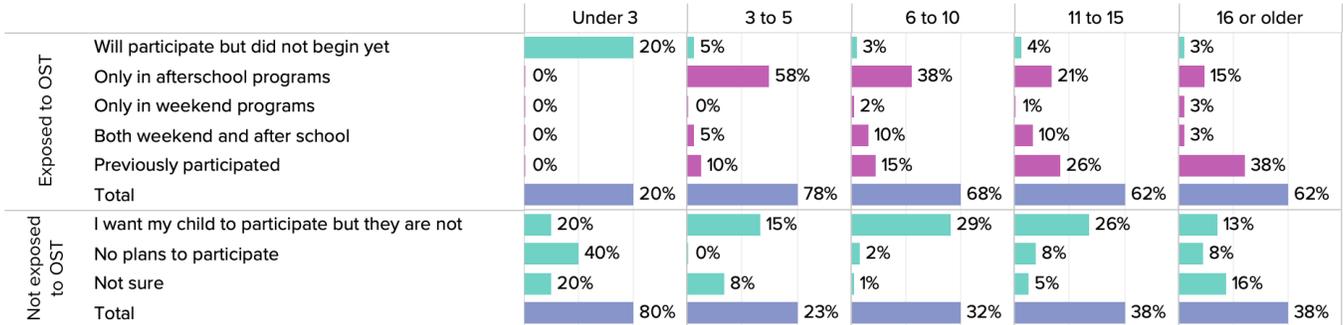
While most households have a child who is currently participating in or had previously participated in OST programs (74 percent of households), barriers still exist for many households. Of the households that wanted to participate in OST programs but aren't currently participating, the most cited reasons were that the programs were too expensive, there were no appropriate or convenient transportation options to or from the program, programs were hard to get into, and households had a difficult time finding information about the programs themselves. Additionally, although not noted in this survey, language barriers are an obstacle for many families to access OST programming (Figure 49).

The most commonly-mentioned reasons for not participating in OST programs is cost. This is an important finding because it highlights that income-based targeting in publicly funded OST programs may be a viable public policy in assigning relatively few seats. For every 10 parents or guardians who reported program costs as a barrier, 8.7 reported lack of transportation options, and 8.2 reported the difficulty to get in a program. The fourth commonly reported barrier is the lack of easily accessible information on OST programs (Figure 50).

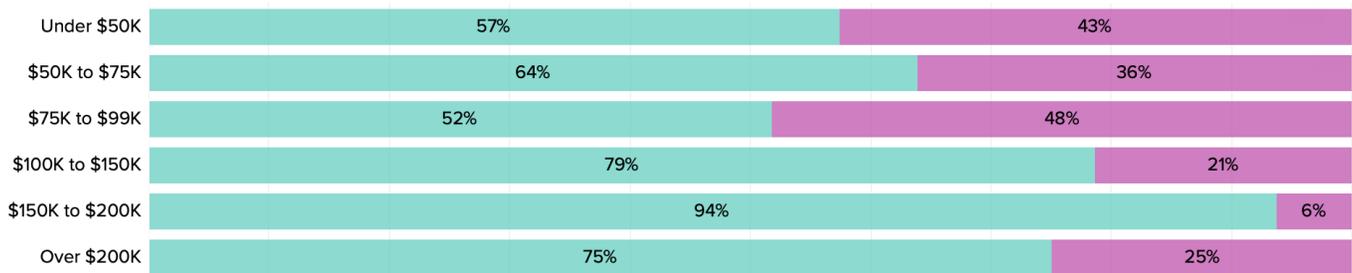
Reasons for not participating in OST programming varied significantly by ward. Parents in Ward 8 more frequently reported that programs were too far away, conflicted with work schedules, or that they lacked transportation. Families in Wards 8 and 5 more frequently found that programs were too expensive or had difficulty with the application process. Half of the families that reported difficulty meeting special needs of students most frequently live in Ward 4 (Figure 51).

Figure 49. Exposure to OST programs by age group and household income

Exposure to OST by age group

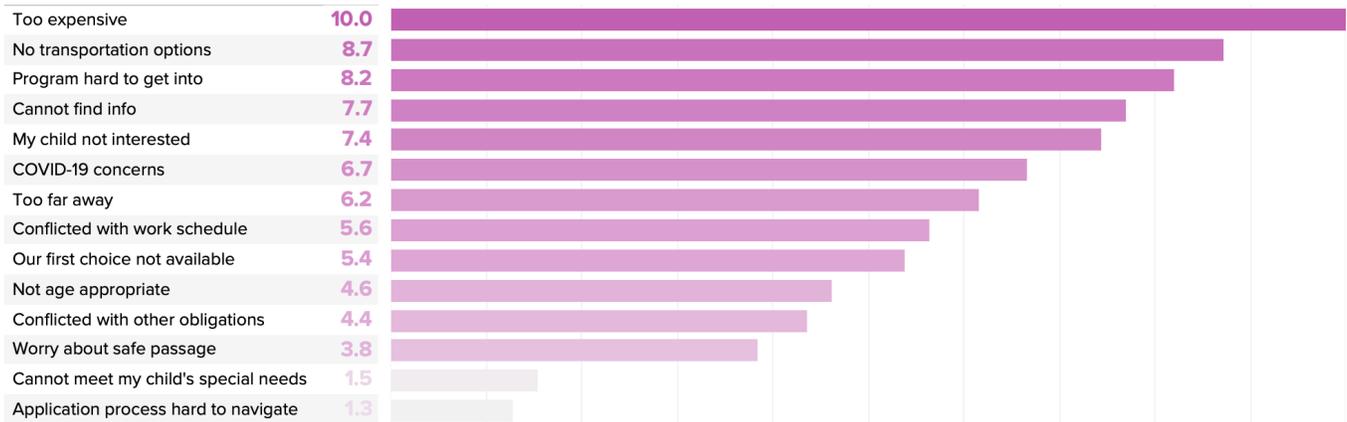


Exposure to OST by household income



Source: Parent survey conducted by PAVE.

Figure 50. Relative ranking of reasons for not participating in OST programs reported by households

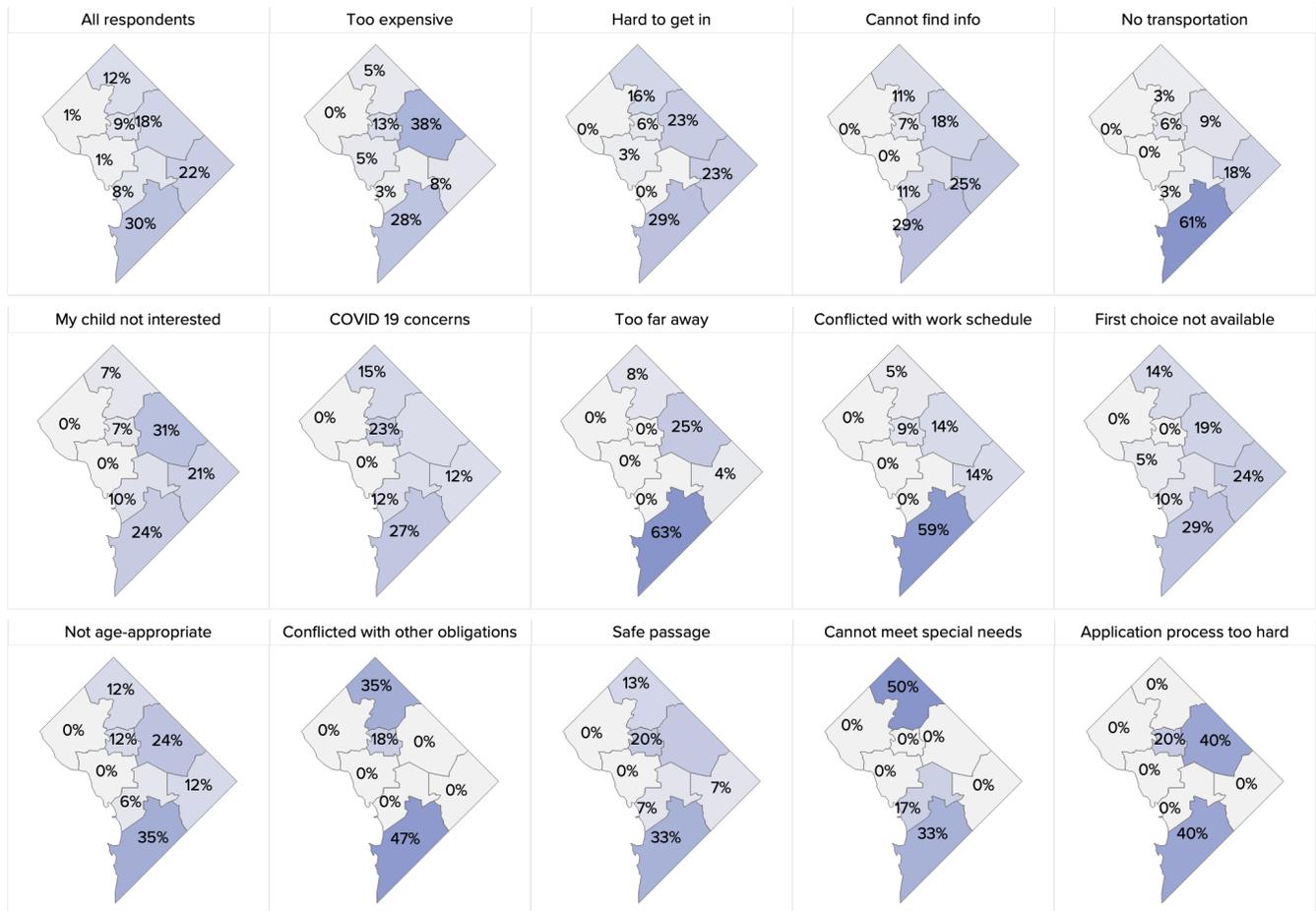


Source: Parent survey conducted by PAVE

Note: Responses are ranked by frequency on a scale of 0 to 10 with the highest frequency response set at 10.

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Figure 51. Reasons for not participating in OST programs, by child and ward

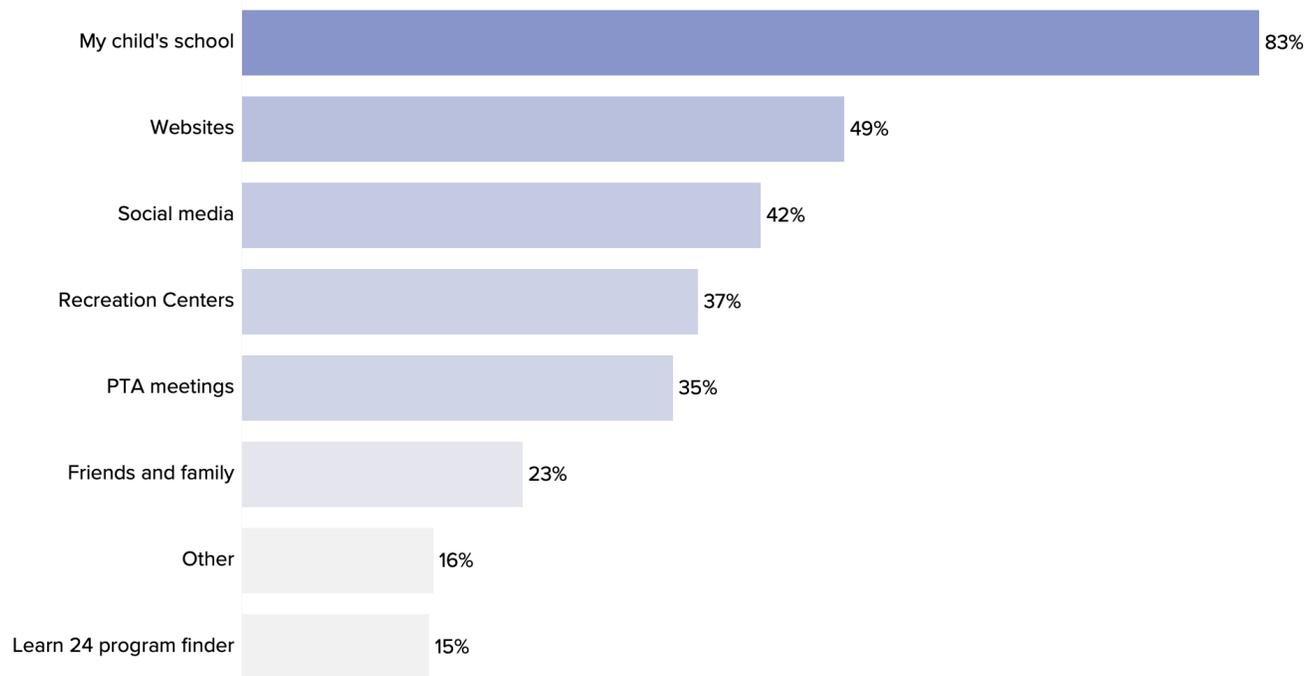


Source: Parent survey conducted by PAVE

Note: Responses are ranked by frequency on a scale of 0 to 10 with the highest frequency response set at 10.

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Figure 52. Preferred source of information for OST programs
 Percentage of respondents reporting



Source: Parent survey conducted by PAVE

Note: Parents checked multiple options.

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How families find information about OST programs

To find information on OST programs, household survey respondents most frequently cited their children's schools (195 mentions), followed by friends and family (131), social media (106), and recreation centers (100). Learn24 was rarely used by households to find programs, cited a total of 12 times. When asked about how households would prefer to receive information about OST programs, households most frequently mentioned their children's school (246), social media (127), recreation centers (112), and PTA meetings (106).

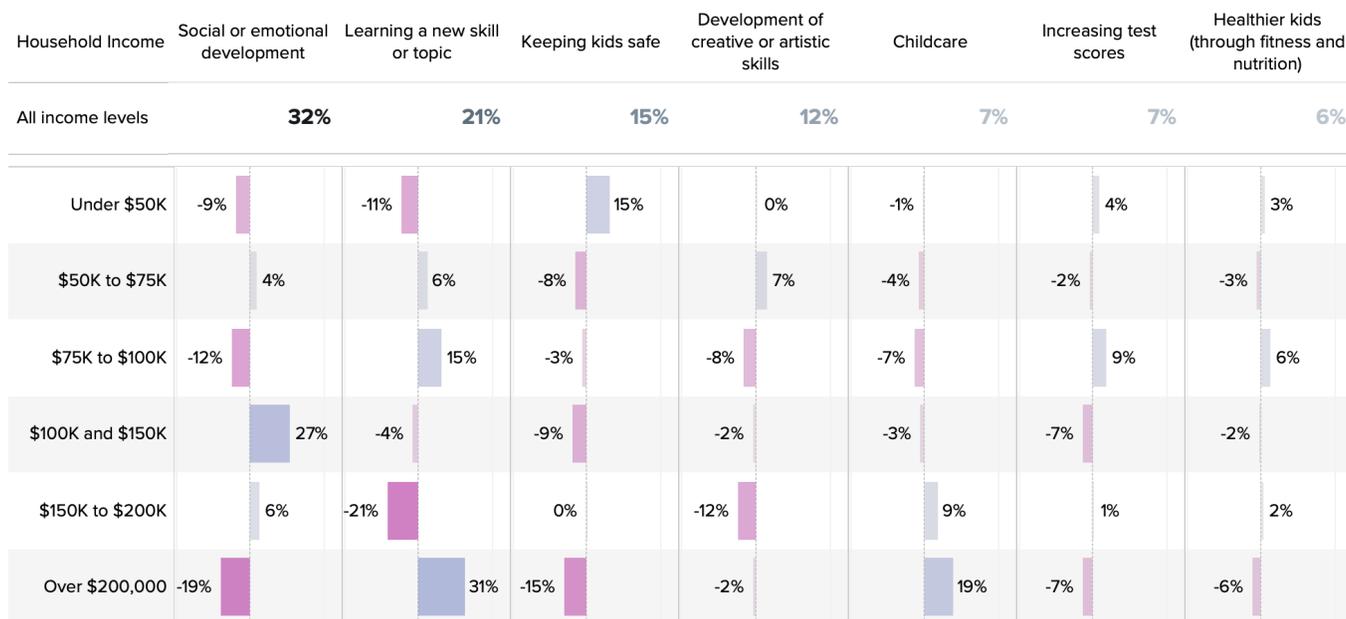
When asked about finding specific program information such as hours, locations, program content, or accommodations for special needs, households had

the most difficulty finding information on program accommodations for children with special needs including bilingual staff for English learners and staff trained to accommodate children with disabilities (Figure 52).

Reasons families participate in OST programming

Parents choose to send their children to OST programs for a variety of reasons including social development, academic support, learning new skills, and childcare. When asked about the most important outcome of OST programs, households most frequently mentioned social and emotional development, followed by learning a new skill or topic, keeping kids safe, and developing creative or artistic skills (Figure 53).

Figure 53. Distribution of reasons for participating in OST programs by household income



Source: Parent survey conducted by PAVE.

Note: Responses are ranked by frequency on a scale of 0 to 10 with the highest frequency response set at 10.

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Listening session themes

To obtain qualitative information about the experience of parents and guardians, the D.C. Policy Center incorporated information from open-ended responses in the survey distributed to parents and guardians, as well as information from a listening session. The D.C. Policy Center conducted a listening session with PAVE parents in October 2022, in which parents were asked about their experience with OST programs. The main issues mentioned by parents included:

Transportation

Many parents mentioned that while there is often transportation between children’s homes and schools, there were often no appropriate or timely transit options between schools and programs, or between programs and where students live. Many students reportedly do not feel safe on public transit, exacerbating this issue. Transportation between

schools, programs, and where students live can be particularly important for children with disabilities who need separate transportation options or assistance.

Affordability

Many parents mentioned that summer programs and high-quality programs were unaffordable to them. Parents mentioned that when they found affordable programs, they filled up very quickly and often have sign-up processes months in advance. Furthermore, first-come, first-serve registration processes, even when available online, created accessibility issues for some parents. This was particularly a problem for parents and guardians who could not access a computer during limited sign-up windows or specific registration times due to work schedules, limited home internet access, or digital literacy barriers.

Additionally, many of the affordable or subsidized programs were less specialized and seen as lower quality than many of the programs about particular interests. Specialized camps for example in STEM, robotics, and the arts may cost hundreds or thousands of dollars a week. Many parents said they sent their

children to programs in Maryland or Virginia, which had more affordable programming for areas that interested their children (including STEM and some sports).

Difficulty finding programs and enrolling

Many parents mentioned that there is a lack of communication between OST programs, schools, and parents. Currently, parents are having trouble accessing information about OST programming, and often struggle to sign up when they do find programs. Many programs fill up quickly, have confusing application requirements, or require signing up online at a specific time. This creates issues for parents who do not have internet or devices, have language barriers, or are essential workers and cannot be online at certain times during the day. Some parents mentioned tutoring others in their community on the sign-up process for OST programs and wished for there to be informational sessions on this in schools.

Programs vary widely by price, content, quality, and sign-up processes, which may happen many months before programs start. Parents most frequently mentioned getting information about programs through their children's schools, friends and family, social media, and online. However, many felt that communication from schools could be much better utilized and that they did not have a complete understanding of all the options available to their children. The District has invested heavily in Learn24 as a search function for OST programming, however when asked to rank how they receive information, parents ranked learn24 last as a source of information for OST programs. Finally, parents with children who have special needs expressed that it was very difficult to determine which programs could accommodate their child's specific needs, and when programming was found, it was not always possible to get to on public or school-provided transportation.

8. Recommendations

The District has a large and varied OST landscape that is subsidized by federal, local, and private funds. However, determining the number of programs, program capacity, and demand for programs is difficult.

Many factors contribute to this, including the lack of centralized and standardized information about OST program offerings and the lack of information about quality of programs and services offered.

Recommendations on improving data collection and coordination

Collect standardized data about OST programs provided by the District government and organizations that receive government funding.

The landscape of OST providers in the District of Columbia is varied, decentralized, fragmented, and is not systematically tracked by any government entity or outside organization. This report offers information about program offerings which we could obtain

information for but does not represent the entire universe of OST programs due to data limitations. To fully know the universe of available programs and seats, standardized data would need to be collected by a centralized agency, especially for the universe of subsidized programs.

To increase the government understanding of OST programming and provide a comprehensive database for families to find OST programs, Learn24 should collect and standardize information on program offerings and accommodations from all providers receiving government funding. Currently, the main official database through which families are supposed to be able to find all program information, Learn24, relies on providers to update information individually. In practice, this means that much of the information is not up to date, is not always in the same format, or is not searchable with specific filters applied.

When the District administers grants to OST providers, it could require them to fill out a form with their program information and compile a database within Learn24 with all subsidized programs. Ideally, this database would have filters that could populate not just age, time of program, program focus and other basic information, but could also include the cost of the program to families, before and after care options, accommodations for students with special needs and transportation information like what is included in My School DC.⁴² Collecting and sharing this data will not only help families identify programs available to them but will help identify gaps in OST coverage for specific groups and geographic areas.

DME should also work closely with other government agencies, DCPS, and public charter schools to fully develop the landscape of OST programs. For example, many school age children attend programs that are

provided by licensed early development facilities. As noted before these programs are excluded from this report because we could not reliably estimate how many seats offered by these programs would fit under the OST program definition, and how many of these providers are already included in our provider list.

Another part of this work could focus on standardizing definitions. For example, there is no clear definition of the term “community based organizations.” Or there is no clear agreement on how to treat private, for-profit providers that are receiving public funding, including those that are licensed as child development facilities and serve school-age children with afterschool or summer programs.

Collect information on OST programs operated by fully private providers that do not receive public funding.

This report focused on subsidized programs, or programs that received government funding including Title 1 funds and grant money from D.C. government agencies. However, this is far from the entire landscape of OST programming. There are many private OST programs that are either fully paid for by families or funded by non-profits or philanthropies. Many of these programs are highly specialized, including STEM, robotics, and arts programs.

Currently there is no method to track these programs and no central database of all program options. Collecting this information would help the District understand the full capacity of OST programs (subsidized and unsubsidized), where programs are located across the city, and what kinds of programs are most valuable to families.

Increase coordination between OSSE and the OST office to develop a better understanding of the role of licensed child development centers in the OST landscape.

As noted, the seat counts do not include all programs offered at child development facilities that are licensed by OSSE. Some children attending afterschool programs in OSSE-licensed facilities may be eligible for childcare subsidies to cover the costs of their attendance. At present, it is not possible to discern how many seats are available for OST programs at these facilities.

Increased coordination and information sharing between OSSE and the OST office at the DME can increase our understanding of the OST landscape.

Recommendations for further research and action

Study OST provider costs, financing, and pricing models.

The timeliness, consistency, and level of funding were concerns frequently mentioned by providers. Funding issues are likely compounded by inflation and rising costs of certain services. For example, several providers mentioned that the cost of cyber insurance had increased substantially. Understanding how programs are funded, what costs providers face, what levels of service are offered, and how most programs cost for families can help inform future funding decisions.

Study the participation constraints families and youth face that prevents them from participating in OST programs by participant and program characteristics such as location, type of programming, and services provided.

More research and community engagement is necessary to understand what the demand for OST programming is for children and families in the District of Columbia. It is possible that lower enrollments reflect the demand for OST programming rather than a lack of knowledge about what is available. Anecdotal information from listening sessions with parents also suggested that programs desired by families are not available. To determine where additional programming should be placed, what kinds of programming are desired, and what services are lacking in OST programming, additional research could be conducted through surveys, focus groups, and community engagement.

Additionally, further research is necessary on barriers to participation in OST programming. Families face barriers to participation in OST programming including program costs, location, and transportation access. Additionally, students with special needs such as services for disabilities, need for bilingual staff, or students needing personalized transportation and care face additional barriers to participation. To allow all students to potentially participate in OST programming, more information is needed on student experience and barriers to access.

Conduct further research on challenges facing groups who need additional care or special accommodations.

Additional research is needed to understand the needs of students and families with specific care needs that may not be currently accommodated by OST programs. Many families do not participate in OST programming due to barriers such as program location, cost, transportation, and whether programs offer specific services such as one-on-one care, nurses to dispense medication, and bilingual staff or culturally specific programming. People who do not participate in OST programming could include students with disabilities, students with language barriers, and students without transportation options to get to and from OST programs.

More research needs to be completed, perhaps through focus groups or randomized trials, to determine the specific needs of students and what supports programs need to provide adequate services. Programs often do not have funding for additional services or staff, making service provision difficult even if they have the capacity to otherwise provide OST programming to these students. Direct funding could be afforded to providers who serve students to subsidize the cost of additional staff and services, or location specific funding could be afforded to programs located in areas with high concentrations of students with specific needs.⁴³ However, more research needs to be completed to understand the specific needs of students and families.

Develop quality and effectiveness benchmarks.

The District should consider developing metrics for program capacity and effectiveness. Metrics will inform funding decisions and priorities and will help determine measures of quality and effectiveness of OST programs. For example, metrics can help answer questions such as: what should OST programs achieve for students? What services should be expected from families in OST programming (particularly subsidized programming)? What level of capacity needs to be offered by subsidized OST programs?

Monitor bottlenecks from background clearance process.

Providers often mentioned that the background clearance process hindered their ability to hire staff.

Checks that are expected to take weeks often took many months, a time in which many candidates were unwilling to wait. Importantly, on January 17, 2023, the Educator Background Check Streamlining Amendment Act of 2022 (Bill 24-0989) was signed by the mayor and enacted. The bill streamlines the background clearance process for staff and volunteers working in schools and educational programs. Due to its recent enactment, its effects are unknown. The time it takes to complete background checks for staff and volunteers of educational programs should continue to be monitored to identify problems and ease bottlenecks.

Recommendations on community engagement and information dissemination

Improve communication about OST programming and services through public events.

Providers frequently mentioned that enrollments were lower than pre-pandemic levels and that many providers are having trouble recruiting children and families. At the same time, parents frequently said that they had trouble finding programs for their children, particularly for children with special needs. Parents most frequently mentioned receiving information about OST programs from their children's schools (83 percent of respondents to the parent survey, see Appendix figure 2 for a ranked chart), but also frequently mentioned that communication was not consistent and that they did not feel they had an understanding on the full range of programs offered. For families with children who need accommodations such as one-on-one care, wheelchair access, bilingual staff, or behavioral support plans, it was even more difficult to identify programs that would be appropriate. Increasing communication about OST programming through schools, public channels, and working to increase knowledge or usability of Learn24 could help connect families to providers.

One option to create greater community engagement and knowledge of programs is to hold a fair for OST

programs. Much like how parents access information about public schools through EdFEST,⁴⁴ there could be a public fair in the winter before summer OST enrollment starts that would allow families to engage with providers and learn more about offerings, application processes, and accommodations for students with special needs. An event of this nature could also be held in the summer, ahead of school year afterschool OST programming.

Engage schools as sources of OST information.

Parents most frequently reported receiving OST information from their children's schools, but that information was not complete and not consistent. Given the access that schools have to all children, the OST office should maintain relationships with schools and potentially leverage school access to increase information dissemination about OST programming. This could be done through information in physical

spaces such as bulletin boards or fliers or could be done through informational emails that could be forwarded to students.

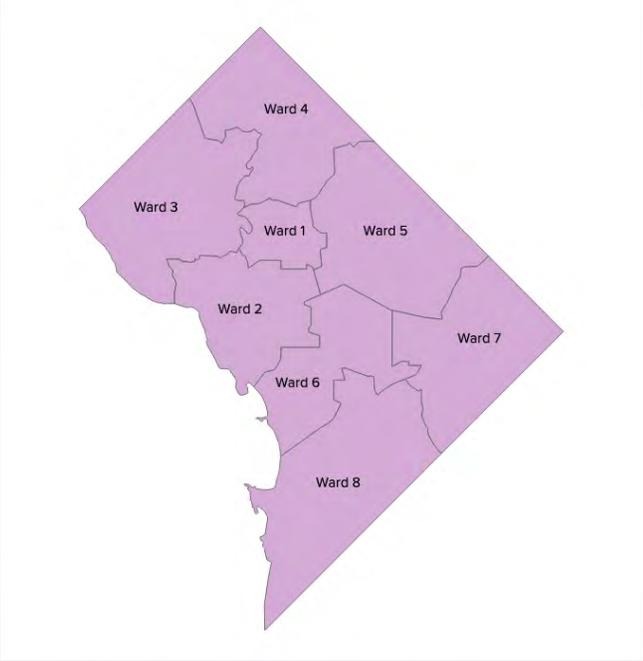
Redesign the Program Finder feature of the Learn 24 website and update how the information is populated on this website to make it more informative and useful for families and students.

An exceedingly small number of parents and guardians are aware of, or use, the Learn24 website, and those who use it find it confusing. The Program Finder feature can be improved by ensuring that information provided is current, provides key information in a consistent way, and included additional information such as application deadlines. This feature should be designed so it is easily accessible from mobile devices, in the form of an application.

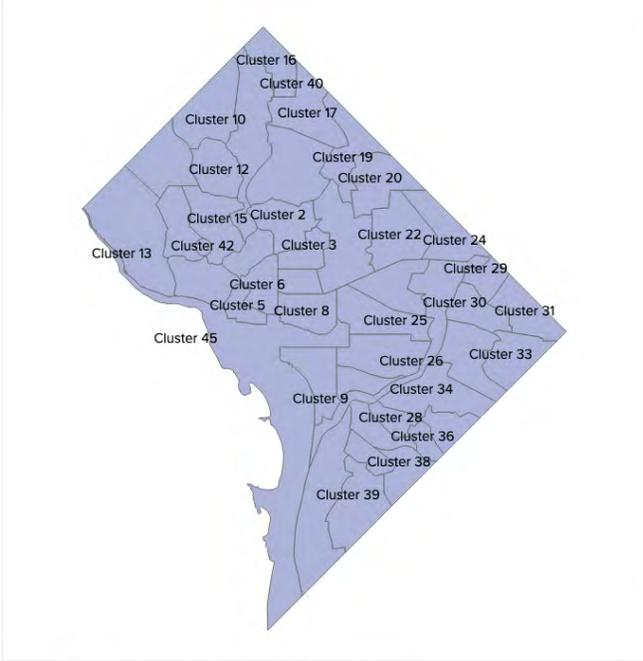
Data and methodology appendix

Wards and neighborhoods

Appendix figure 1. Ward and neighborhood cluster maps



Source: Wards from 2022 obtained from [opendata.dc.gov](https://opendata.dc.gov/datasets/wards-from-2022/). Obtained at <https://opendata.dc.gov/datasets/wards-from-2022/>



Source: Neighborhood clusters data obtained from [opendata.dc.gov](https://opendata.dc.gov/datasets/DCGIS:neighborhood-clusters/). Obtained at <https://opendata.dc.gov/datasets/DCGIS:neighborhood-clusters/>

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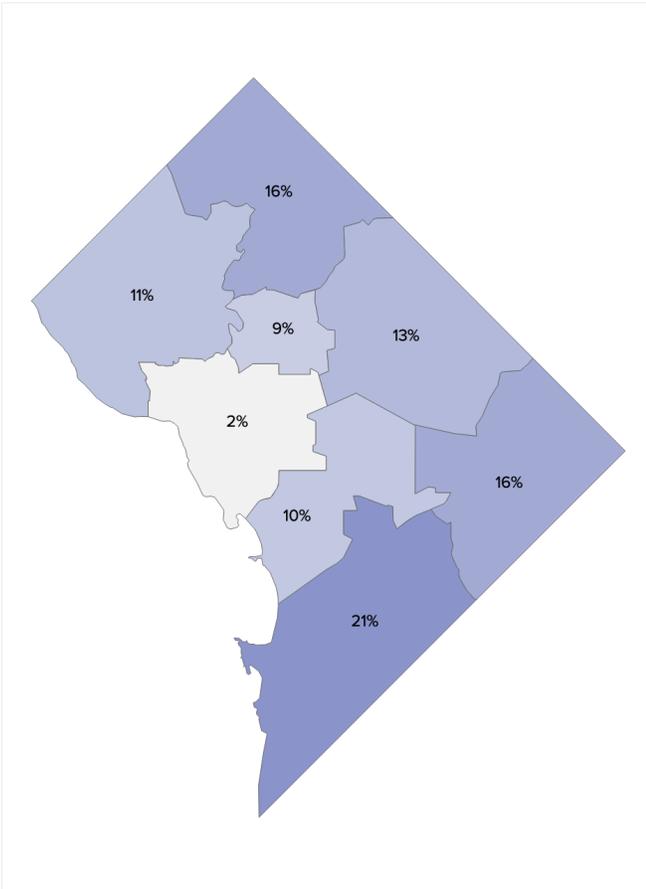
Appendix table 1. List of neighborhood clusters

Cluster number	Name
Cluster 1	Kalorama Heights, Adams Morgan, Lanier Heights
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View
Cluster 3	Howard University, Le Droit Park, Cardozo/Shaw
Cluster 4	Georgetown, Burleith/Hillandale
Cluster 5	West End, Foggy Bottom, GWU
Cluster 6	Dupont Circle, Connecticut Avenue/K Street
Cluster 7	Shaw, Logan Circle
Cluster 8	Downtown, Chinatown, Penn Quarters, Mount Vernon Square, North Capitol Street
Cluster 9	Southwest Employment Area, Southwest/Waterfront, Fort McNair, Buzzard Point
Cluster 10	Hawthorne, Barnaby Woods, Chevy Chase
Cluster 11	Friendship Heights, American University Park, Tenleytown
Cluster 12	North Cleveland Park, Forest Hills, Van Ness
Cluster 13	Spring Valley, Palisades, Wesley Heights, Foxhall Crescent, Foxhall Village, Georgetown Reservoir
Cluster 14	Cathedral Heights, McLean Gardens, Glover Park
Cluster 15	Cleveland Park, Woodley Park, Massachusetts Avenue Heights, Woodland-Normanstone Terrace
Cluster 16	Colonial Village, Shepherd Park, North Portal Estates
Cluster 17	Takoma, Brightwood, Manor Park
Cluster 18	Brightwood Park, Crestwood, Petworth
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill
Cluster 20	North Michigan Park, Michigan Park, University Heights
Cluster 21	Edgewood, Bloomingdale, Truxton Circle, Eckington
Cluster 22	Brookland, Brentwood, Langdon
Cluster 23	Ivy City, Arboretum, Trinidad, Carver Langston
Cluster 24	Woodridge, Fort Lincoln, Gateway
Cluster 25	Union Station, Stanton Park, Kingman Park
Cluster 26	Capitol Hill, Lincoln Park
Cluster 27	Near Southeast, Navy Yard
Cluster 28	Historic Anacostia
Cluster 29	Eastland Gardens, Kenilworth
Cluster 30	Mayfair, Hillbrook, Mahaning Heights
Cluster 31	Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights
Cluster 32	River Terrace, Benning, Greenway, Dupont Park
Cluster 33	Capitol View, Marshall Heights, Benning Heights
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont
Cluster 35	Fairfax Village, Naylor Gardens, Hillcrest, Summit Park
Cluster 36	Woodland/Fort Stanton, Garfield Heights, Knox Hill
Cluster 37	Sheridan, Barry Farm, Buena Vista
Cluster 38	Douglas, Shipley Terrace
Cluster 39	Congress Heights, Bellevue, Washington Highlands
Cluster 40	Walter Reed
Cluster 41	Rock Creek Park (excluded)
Cluster 42	Observatory Circle (excluded)
Cluster 43	Saint Elizabeths
Cluster 44	Joint Base Anacostia-Bolling
Cluster 45	National Mall, Potomac River (excluded)
Cluster 46	Arboretum, Anacostia River (excluded)

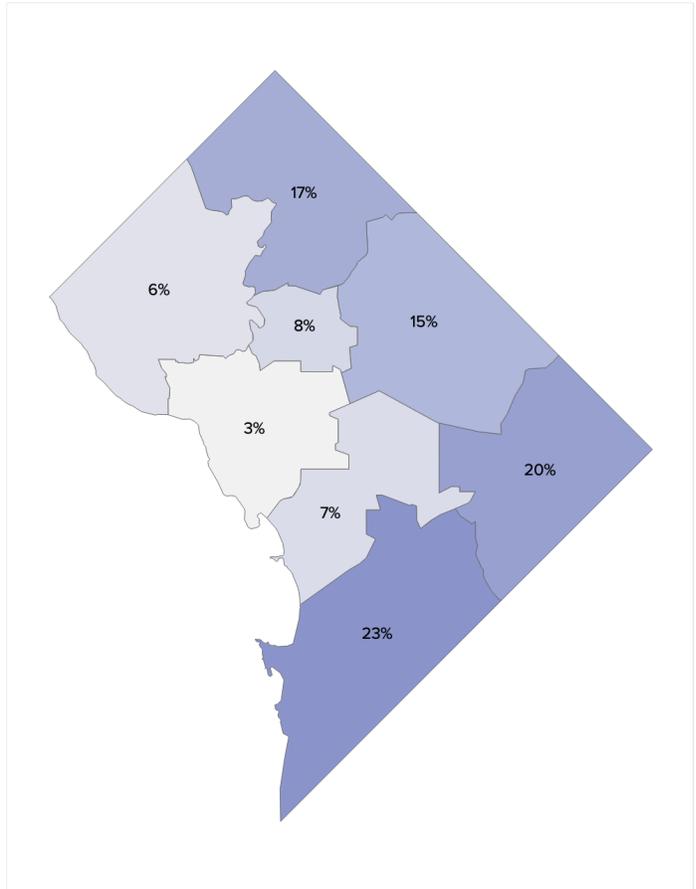
Additional figures and tables for public school student characteristics

Appendix figure 2. Distribution of all school age children and PK3 through grade 12 public school students by ward of residence

Distribution of school age children by ward



Distribution of public school students by ward of residence



Source: School age children from KidsCount based on ACS five-year summaries for 2017-21, tables S0101 and B09001. Public school student information is from the audited student level data obtained from DME.

Note: School age children information is obtained by subtracting the number of children under age 3 from the number of children under age 18.

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Appendix table 2. Public school students by their neighborhood of residence, school year 2021-22

	Resident neighborhood	PK3 - grade 8	Grades 9-12
Cluster 1	Kalorama Heights, Adams Morgan, Lanier Heights	682	177
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View	4,508	1,499
Cluster 3	Howard University, Le Droit Park, Cardozo/Shaw	471	127
Cluster 4	Georgetown, Burleith/Hillandale	190	53
Cluster 5	West End, Foggy Bottom, GWU	98	13
Cluster 6	Dupont Circle, Connecticut Avenue/K Street	322	32
Cluster 7	Shaw, Logan Circle	1,142	319
Cluster 8	Downtown, Chinatown, Penn Quarters, Mount Vernon Square, North Capitol Street	1,053	221
Cluster 9	Southwest Employment Area, Southwest/Waterfront, Fort McNair, Buzzard Point	941	241
Cluster 10	Hawthorne, Barnaby Woods, Chevy Chase	1,370	420
Cluster 11	Friendship Heights, American University Park, Tenleytown	1,181	312
Cluster 12	North Cleveland Park, Forest Hills, Van Ness	684	205
Cluster 13	Spring Valley, Palisades, Wesley Heights, Foxhall Crescent, Foxhall Village, Georgetown Reservoir	607	117
Cluster 14	Cathedral Heights, McLean Gardens, Glover Park	1,004	213
Cluster 15	Cleveland Park, Woodley Park, Massachusetts Avenue Heights, Woodland-Normanstone Terrace	545	140
Cluster 16	Colonial Village, Shepherd Park, North Portal Estates	469	132
Cluster 17	Takoma, Brightwood, Manor Park	3,572	1,087
Cluster 18	Brightwood Park, Crestwood, Petworth	5,449	1,600
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill	2,408	726
Cluster 20	North Michigan Park, Michigan Park, University Heights	1,055	332
Cluster 21	Edgewood, Bloomingdale, Truxton Circle, Eckington	2,425	649
Cluster 22	Brookland, Brentwood, Langdon	1,936	496
Cluster 23	Ivy City, Arboretum, Trinidad, Carver Langston	2,239	549
Cluster 24	Woodridge, Fort Lincoln, Gateway	1,270	303
Cluster 25	Union Station, Stanton Park, Kingman Park	2,952	589
Cluster 26	Capitol Hill, Lincoln Park	2,212	476
Cluster 27	Near Southeast, Navy Yard	488	76
Cluster 28	Historic Anacostia	1,131	269
Cluster 29	Eastland Gardens, Kenilworth	379	134
Cluster 30	Mayfair, Hillbrook, Mahaning Heights	1,750	415
Cluster 31	Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights	2,389	698
Cluster 32	River Terrace, Benning, Greenway, Dupont Park	2,500	676
Cluster 33	Capitol View, Marshall Heights, Benning Heights	3,574	998
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont	2,497	696
Cluster 35	Fairfax Village, Naylor Gardens, Hillcrest, Summit Park	702	187
Cluster 36	Woodland/Fort Stanton, Garfield Heights, Knox Hill	1,703	456
Cluster 37	Sheridan, Barry Farm, Buena Vista	4,906	467
Cluster 38	Douglas, Shipley Terrace	3,178	818
Cluster 39	Congress Heights, Bellevue, Washington Highlands	6,337	1,580
Cluster 40	Walter Reed	Excluded	Excluded
Cluster 41	Rock Creek Park	Excluded	Excluded
Cluster 42	Observatory Circle	Excluded	Excluded
Cluster 43	Saint Elizabeths	71	19
Cluster 44	Joint Base Anacostia-Bolling	486	70
Cluster 45	National Mall, Potomac River	Excluded	Excluded
Cluster 46	Arboretum, Anacostia River	Excluded	Excluded
Grand Total	Total	69,888	18,594

Source: Audited student level data obtained from DME.

Appendix table 3. Public school enrollment by grade band and ward, school year 2021-22

2022 ward	PK3 - grade 8	Grades 9-12
Ward 1	5,611	1,782
Ward 2	2,072	506
Ward 3	4,547	1,177
Ward 4	11,357	3,370
Ward 5	10,321	2,740
Ward 6	5,303	1,114
Ward 7	14,148	3,781
Ward 8	16,529	4,124
Grand Total	69,888	18,594

Source: Audited student level data obtained from DME.

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Appendix table 4. Students by race and ethnicity and ward of residence, school year 2021-22

Grade band	Ward	Black	Hispanic/Latino	White	Other
PK3 - Grade 8	Ward 1	2,028	2,368	894	321
	Ward 2	829	538	437	268
	Ward 3	475	664	2,702	706
	Ward 4	4,137	4,289	2,266	665
	Ward 5	6,633	2,040	1,105	543
	Ward 6	2,568	336	1,929	470
	Ward 7	12,549	794	508	297
	Ward 8	15,351	534	303	341
	Total	44,570	11,563	10,144	3,611
Grades 9-12	Ward 1	636	960	135	51
	Ward 2	218	158	70	60
	Ward 3	208	160	655	154
	Ward 4	1,358	1,502	351	159
	Ward 5	1,977	624	72	67
	Ward 6	733	47	271	63
	Ward 7	3,485	198	40	58
	Ward 8	3,929	120	35	40
	Total	12,544	3,769	1,629	652
Grand Total		57,114	15,332	11,773	4,263

Source: Audited student level data obtained from DME.

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Appendix table 5. Students by at-risk status and ward of residence, school year 2021-22

	PK3 - Grade 8 At-risk	Not at-risk	Grades 9-12 At-risk	Not at-risk
Ward 1	2,084	3,527	971	811
Ward 2	706	1,366	242	264
Ward 3	266	4,281	260	917
Ward 4	3,376	7,981	1,425	1,945
Ward 5	4,467	5,854	1,408	1,332
Ward 6	1,793	3,510	530	584
Ward 7	8,314	5,834	2,311	1,470
Ward 8	11,716	4,813	2,942	1,182
Grand total	33,722	37,166	10,089	8,505

Source: Audited student level data obtained from DME.

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Appendix table 6. Special education students by ward of residence, school year 2021-22

Grade band	2022 ward	Special education
PK3 - Grade 8	Ward 1	869
	Ward 2	268
	Ward 3	381
	Ward 4	1,501
	Ward 5	1,497
	Ward 6	667
	Ward 7	2,115
	Ward 8	2,629
Grades 9-12	Ward 1	278
	Ward 2	77
	Ward 3	75
	Ward 4	483
	Ward 5	512
	Ward 6	199
	Ward 7	740
	Ward 8	923
Grand Total	Total	13,214

Source: Audited student level data obtained from DME.

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Appendix table 7. Students identified as English learners, by ward of residence, school year 2021-22

	PK3 - grade 8	Grades 9-12
Ward 1	2,010	463
Ward 2	559	84
Ward 3	535	63
Ward 4	3,809	727
Ward 5	1,719	274
Ward 6	150	14
Ward 7	495	84
Ward 8	220	34
Grand Total	9,497	1,743

Source: Audited student level data obtained from DME.

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Appendix table 8. Number of schools by school sector and neighborhood cluster

	Resident neighborhood	DCPS	Public charter
Cluster 1	Kalorama Heights, Adams Morgan, Lanier Heights	3	--
Cluster 2	Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View	6	3
Cluster 3	Howard University, Le Droit Park, Cardozo/Shaw	1	2
Cluster 4	Georgetown, Burleith/Hillandale	3	--
Cluster 5	West End, Foggy Bottom, GWU	2	1
Cluster 6	Dupont Circle, Connecticut Avenue/K Street	2	--
Cluster 7	Shaw, Logan Circle	3	4
Cluster 8	Downtown, Chinatown, Penn Quarters, Mount Vernon Square, North Capitol Street	2	2
Cluster 9	Southwest Employment Area, Southwest/Waterfront, Fort McNair, Buzzard Point	2	4
Cluster 10	Hawthorne, Barnaby Woods, Chevy Chase	1	--
Cluster 11	Friendship Heights, American University Park, Tenleytown	3	--
Cluster 12	North Cleveland Park, Forest Hills, Van Ness	1	--
Cluster 13	Spring Valley, Palisades, Wesley Heights, Foxhall Crescent, Foxhall Village, Georgetown Reservoir	2	--
Cluster 14	Cathedral Heights, McLean Gardens, Glover Park	1	--
Cluster 15	Cleveland Park, Woodley Park, Massachusetts Avenue Heights, Woodland-Normanstone Terrace	2	--
Cluster 16	Colonial Village, Shepherd Park, North Portal Estates	1	--
Cluster 17	Takoma, Brightwood, Manor Park	5	7
Cluster 18	Brightwood Park, Crestwood, Petworth	8	6
Cluster 19	Lamont Riggs, Queens Chapel, Fort Totten, Pleasant Hill	1	9
Cluster 20	North Michigan Park, Michigan Park, University Heights	2	3
Cluster 21	Edgewood, Bloomingdale, Truxton Circle, Eckington	4	12
Cluster 22	Brookland, Brentwood, Langdon	4	4
Cluster 23	Ivy City, Arboretum, Trinidad, Carver Langston	3	7
Cluster 24	Woodridge, Fort Lincoln, Gateway	--	2
Cluster 25	Union Station, Stanton Park, Kingman Park	8	6
Cluster 26	Capitol Hill, Lincoln Park	5	6
Cluster 27	Near Southeast, Navy Yard	1	--
Cluster 28	Historic Anacostia	1	1
Cluster 29	Eastland Gardens, Kenilworth	1	--
Cluster 30	Mayfair, Hillbrook, Mahaning Heights	1	4
Cluster 31	Deanwood, Burrville, Grant Park, Lincoln Heights, Fairmont Heights	7	4
Cluster 32	River Terrace, Benning, Greenway, Dupont Park	3	4
Cluster 33	Capitol View, Marshall Heights, Benning Heights	4	5
Cluster 34	Twining, Fairlawn, Randle Highlands, Penn Branch, Fort Davis Park, Fort Dupont	5	1
Cluster 35	Fairfax Village, Naylor Gardens, Hillcrest, Summit Park	--	1
Cluster 36	Woodland/Fort Stanton, Garfield Heights, Knox Hill	2	1
Cluster 37	Sheridan, Barry Farm, Buena Vista	3	6
Cluster 38	Douglas, Shipley Terrace	3	2
Cluster 39	Congress Heights, Bellevue, Washington Highlands	6	14
Cluster 40	Walter Reed	--	Excluded
Cluster 41	Rock Creek Park	Excluded	Excluded
Cluster 42	Observatory Circle	Excluded	Excluded
Cluster 43	Saint Elizabeths	Excluded	Excluded
Cluster 44	Joint Base Anacostia-Bolling	1	1
Cluster 45	National Mall, Potomac River	Excluded	Excluded
Cluster 46	Arboretum, Anacostia River	Excluded	Excluded

Source: Audited student level data obtained from DME, geogoced by the D.C. Policy Center

Appendix table 9. Public school enrollment by ward of school, school year 2021-22

	PK3 - grade 8	Grades 9-12
Ward 1	4,769	1,489
Ward 2	2,688	1,545
Ward 3	5,296	2,062
Ward 4	12,105	4,230
Ward 5	13,059	3,125
Ward 6	10,188	1,653
Ward 7	10,015	2,655
Ward 8	11,972	1,894

Source: Audited student level data obtained from DME.

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Appendix table 10. Students by race/ethnicity and ward of their school, school year 2021-22

Grade band	Ward	Black	Hispanic/Latino	White	Other
PK3 - Grade 8	Ward 1	1,716	2,402	458	193
	Ward 2	926	477	905	380
	Ward 3	741	1,026	2,820	709
	Ward 4	4,835	4,451	2,145	674
	Ward 5	8,811	1,886	1,590	772
	Ward 6	6,684	761	2,066	607
	Ward 7	9,484	355	55	121
	Ward 8	11,484	223	108	157
	Total	44,681	11,581	10,147	3,613
Grades 9-12	Ward 1	568	867	19	35
	Ward 2	708	170	486	181
	Ward 3	623	478	775	186
	Ward 4	1,929	1,851	289	161
	Ward 5	2,888	191	34	32
	Ward 6	1,447	132	34	40
	Ward 7	2,565	65	*	19
	Ward 8	1,870	21	*	2
	Total	12,598	3,775	1,644	656

Source: Audited student level data obtained from DME.

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Table note: *denotes that the data has been suppressed for confidentiality purposes.

Appendix table 11. Students by at risk status and ward of their school, school year 2021-22

	PK3 - Grade 8		Grades 9-12	
	At-risk	Not at-risk	At-risk	Not at-risk
Ward 1	2,025	2,744	963	526
Ward 2	512	2,176	331	1,214
Ward 3	356	4,940	578	1,484
Ward 4	4,139	7,966	2,080	2,150
Ward 5	5,692	7,367	1,847	1,298
Ward 6	4,220	5,898	972	681
Ward 7	6,684	3,331	1,877	778
Ward 8	9,191	2,781	1,477	417
Grand total	32,819	37,203	10,125	8,548

Source: Audited student level data obtained from DME.

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Appendix table 12. Special education students by ward of their school, school year 2021-22

Grade band	2022 ward	Special education
PK3 - Grade 8	Ward 1	767
	Ward 2	299
	Ward 3	473
	Ward 4	1,703
	Ward 5	2,019
	Ward 6	1,537
	Ward 7	1,393
	Ward 8	1,770
Grades 9-12	Ward 1	260
	Ward 2	94
	Ward 3	233
	Ward 4	830
	Ward 5	562
	Ward 6	305
	Ward 7	556
	Ward 8	457
Grand Total	Total	13,258

Source: Audited student level data obtained from DME.

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Appendix table 13. English learners by ward of their school, school year 2021-22

	PK3 - grade 8	Grades 9-12
Ward 1	2,002	556
Ward 2	430	27
Ward 3	742	172
Ward 4	4,001	861
Ward 5	1,599	71
Ward 6	414	29
Ward 7	240	17
Ward 8	80	11
Total	9,508	1,744

Source: Audited student level data obtained from DME.

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Expanded seat estimate tables

Appendix table 14. PK3 to grade 8 grade seats by ward and program time

Ward	Before school seats	After school seats	Summer seats	Seasonal breaks	Seasonal sports	Single day	Weekends	Other
None listed	--	1,090	1,034	34	206	34	34	600
Ward 1	620	2,955	1,148	89	640	75	722	--
Ward 2	910	1,644	936	132	64	80	--	--
Ward 3	--	454	775	40	289	30	522	50
Ward 4	1,212	5,240	2,784	877	877	345	839	625
Ward 5	4,057	6,008	2,523	714	1,170	655	1,607	452
Ward 6	590	2,614	1,301	337	561	311	363	26
Ward 7	948	4,718	3,312	1,174	2,255	700	890	535
Ward 8	1,318	5,636	3,221	737	1,637	465	570	466
Total	9,655	30,359	17,034	4,134	7,699	2,695	5,547	2,754

Source: Database of providers and seats compiled by the D.C. Policy Center.

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Appendix table 15. High school seats by ward and program time

Ward	Before school seats	After school seats	Summer seats	Summer w/o MBSYEP	Seasonal breaks	Seasonal sports	Single day	Weekends	Other
None listed	--	52	52	52	34	63	34	34	--
Ward 1	--	657	1,541	1,052	84	35	15	427	--
Ward 2	--	600	158	80	72	--	--	25	--
Ward 3	--	300	970	778	--	24	--	522	50
Ward 4	44	1,046	2,154	1,040	779	73	44	830	65
Ward 5	88	194	1,693	425	122	34	103	150	41
Ward 6	169	812	1,423	675	44	45	44	459	37
Ward 7	88	1,212	3,288	1,177	605	200	278	602	162
Ward 8	88	1,217	3,765	1,411	581	55	88	525	525
Total	477	6,090	15,044	6,690	2,321	529	606	3,574	880

Source: Database of providers and seats compiled by the D.C. Policy Center.

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Appendix table 16. Afterschool program seats with bilingual staff (survey and DCPS)

Grade band	Ward	Afterschool seats	Summer seats
PK3 - Grade 8	Ward 1	2,385	1,008
	Ward 2	1,411	791
	Ward 3	300	572
	Ward 4	4,572	2,114
	Ward 5	5,314	1,750
	Ward 6	1,837	559
	Ward 7	3,773	2,081
	Ward 8	3,334	1,607
	Total		22,926
Grades 9-12	Ward 1	607	485
	Ward 2	492	17
	Ward 3	300	572
	Ward 4	957	1,026
	Ward 5	112	169
	Ward 6	264	02
	Ward 7	755	769
	Ward 8	689	726
	Total		4,176

Source: Database of providers and seats compiled by the D.C. Policy Center.

Table note: Excludes providers without locations or outside of the District of Columbia.

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Appendix table 17. Total seats by ward and grade band

Ward	Total seats	PK3 - 8	High school	High school wo MBSYEP
None listed	2,010	1,895	115	115
Ward 1	5,480	3,746	1,734	1,245
Ward 2	2,659	1,980	678	600
Ward 3	2,282	1,288	994	802
Ward 4	9,350	6,931	2,419	1,305
Ward 5	9,756	7,974	1,783	515
Ward 6	5,732	3,873	1,858	1,110
Ward 7	11,946	8,002	3,944	1,834
Ward 8	12,077	8,099	3,978	1,624
Total	61,292	43,788	17,504	9,150

Source: Database of providers and seats compiled by the D.C. Policy Center.

Table note: Excludes providers without locations or outside of the District of Columbia.

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Appendix table 18. Total seats by source

Source	Total seats	PK3-8	High school	Afterschool	Summer	Afterschool including sports
CBO survey	20,450	15,514	4,936	18,317	11,864	18,917
School survey	10,351	8,814	1,537	9,771	5,989	9,771
DCPS afterschool	6,620	6,610	10	6,620	--	6,620
DCPS summer	2,545	765	1,780	--	2,545	--
MBSYEB	8,354	--	8,354	--	8,354	--
DPR	12,972	12,085	887	1,742	2,726	9,367
Total seats	61,292	43,788	17,504	36,450	31,478	44,675

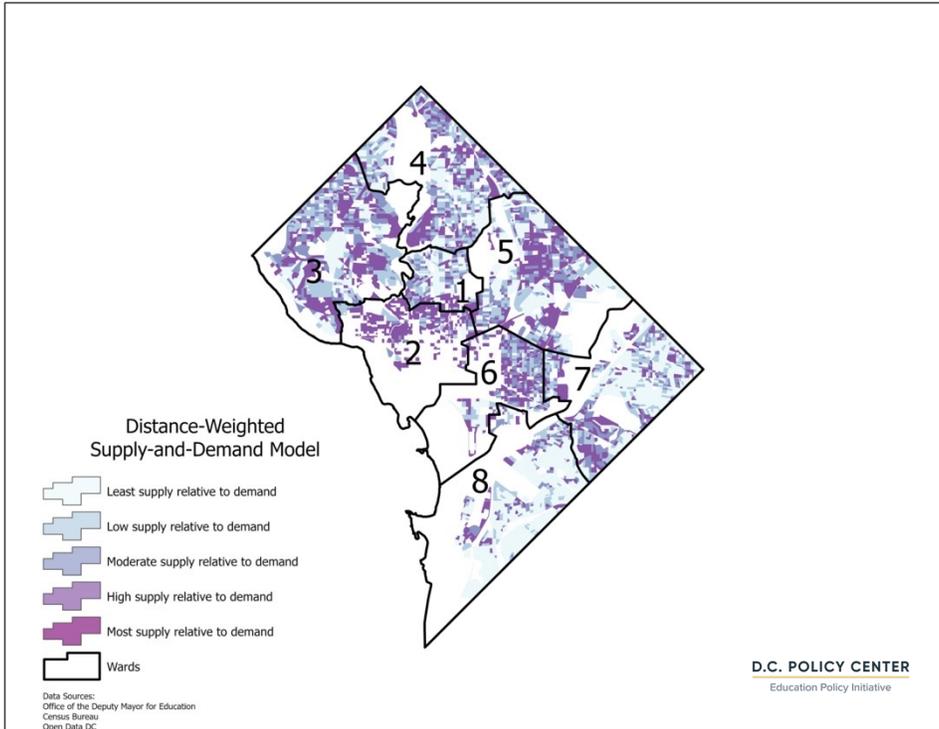
Source: Database of providers and seats compiled by the D.C. Policy Center.

Table note: Excludes providers without locations or outside of the District of Columbia.

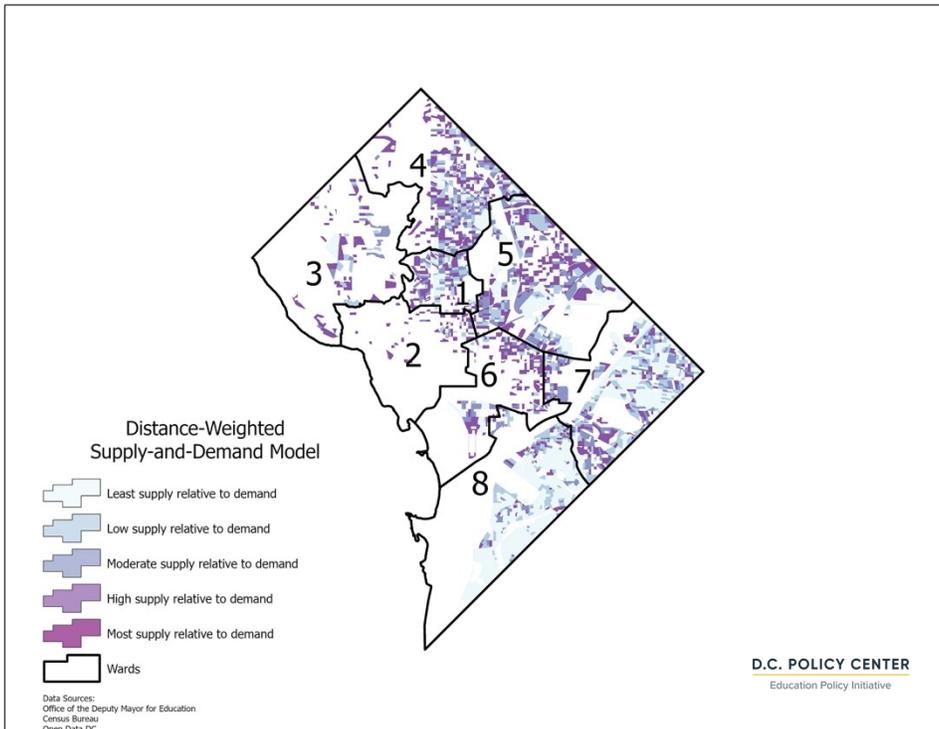
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Distance weighted models for each category of need

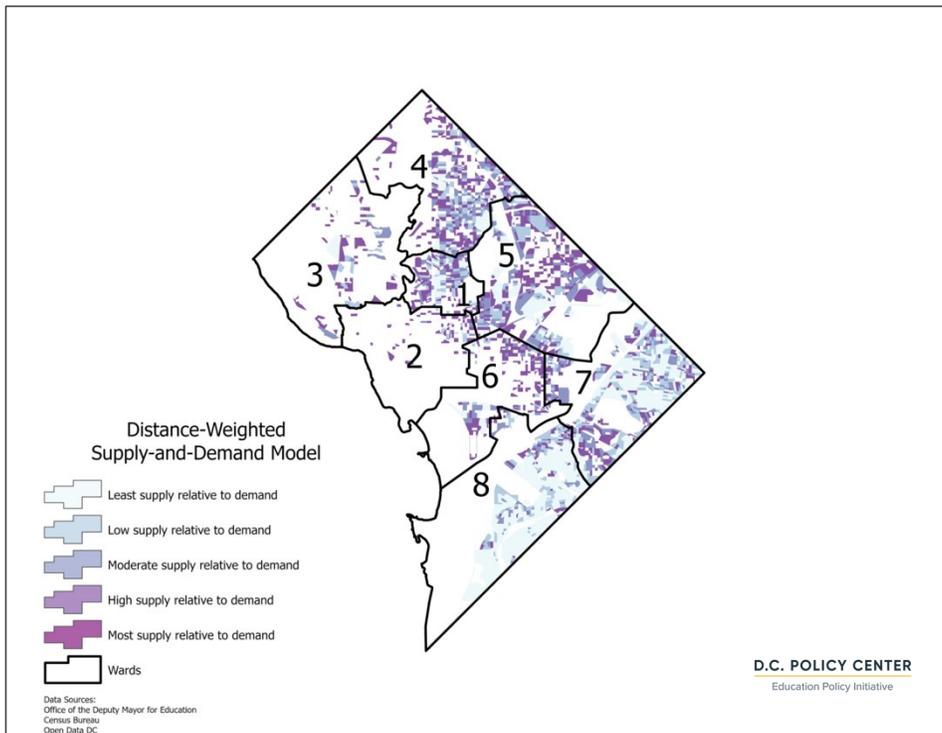
Appendix figure 3. Distance weighted supply and demand model for summer PK3 to grade 8 students



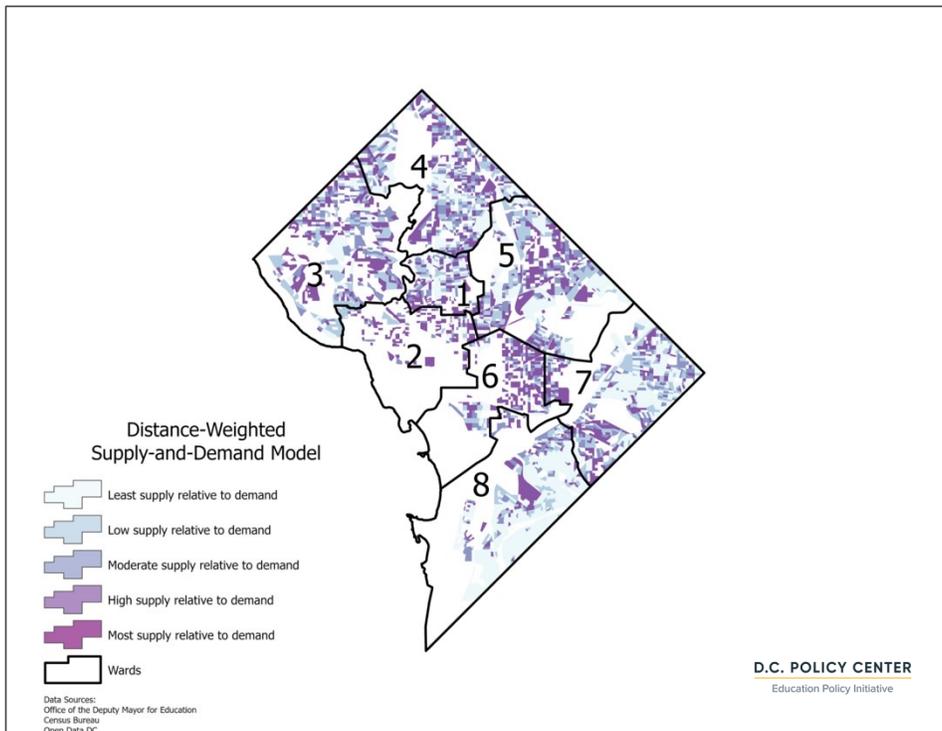
Appendix figure 4. Distance weighted supply and demand model for summer PK3 to grade 8 at-risk students



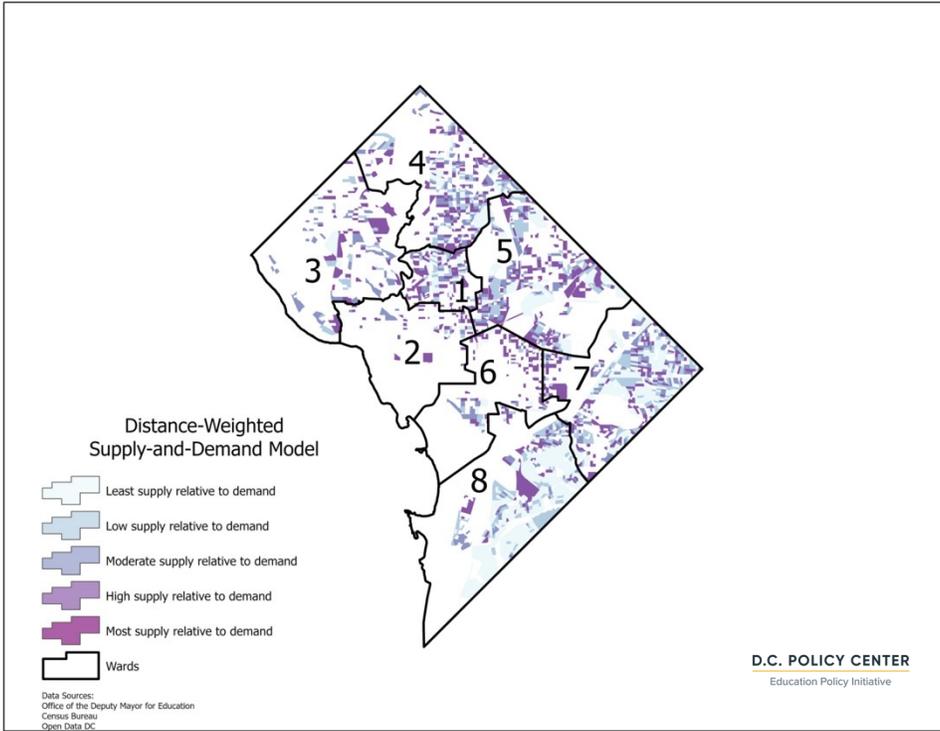
Appendix figure 5. Distance weighted supply and demand model for afterschool PK3 to grade 8 at-risk students



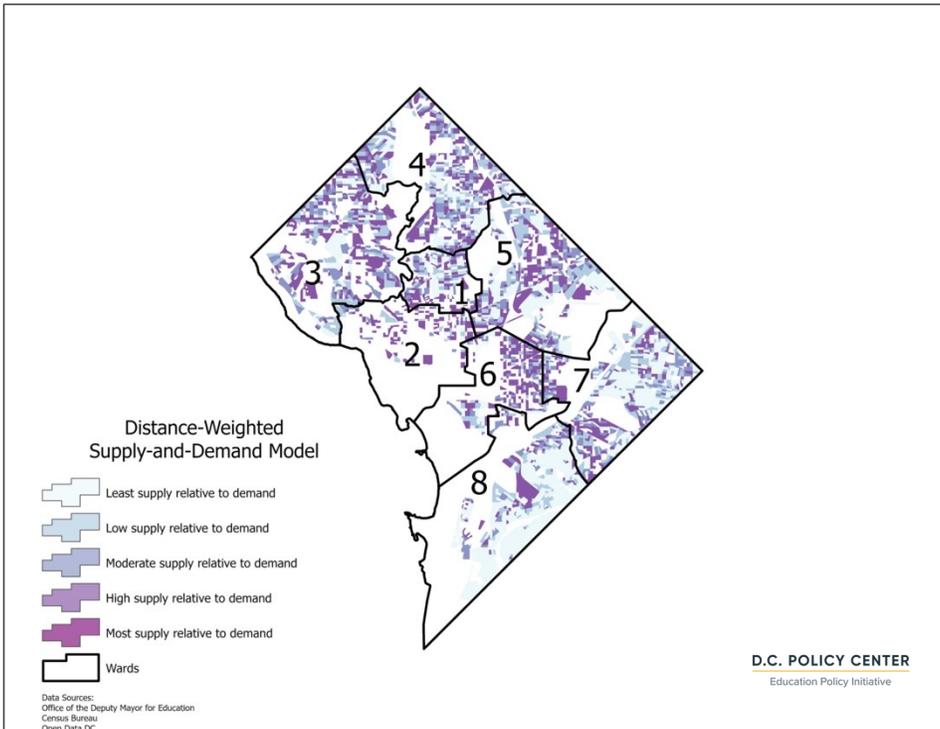
Appendix figure 6. Distance weighted supply and demand model for afterschool high school students



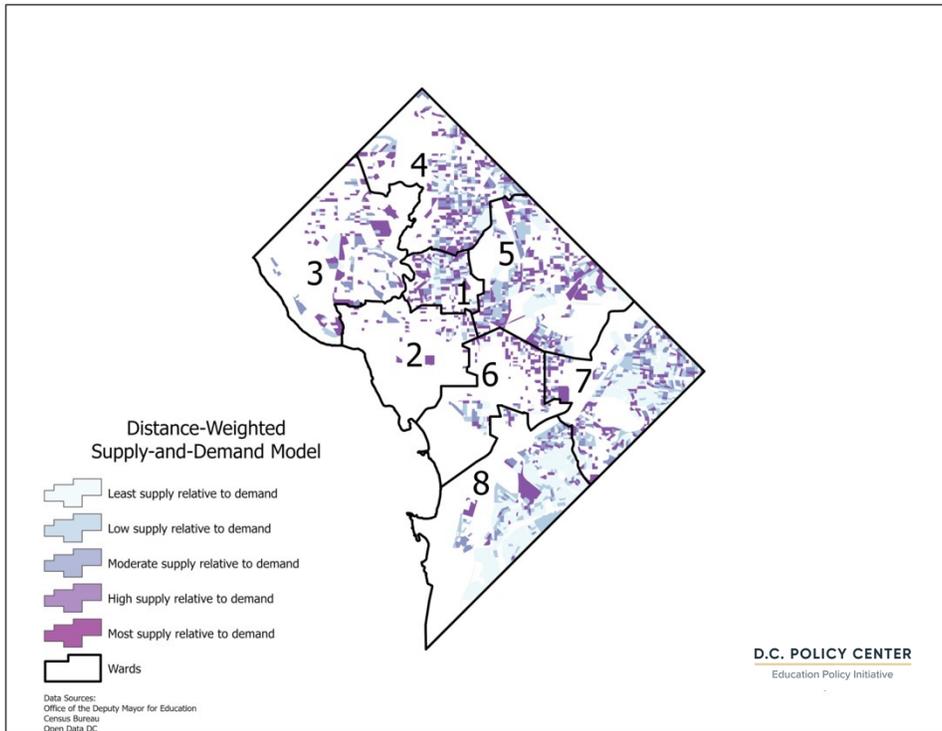
Appendix figure 7. Distance weighted supply and demand model for afterschool high school at-risk students



Appendix figure 8. Distance weighted supply and demand model for summer high school students



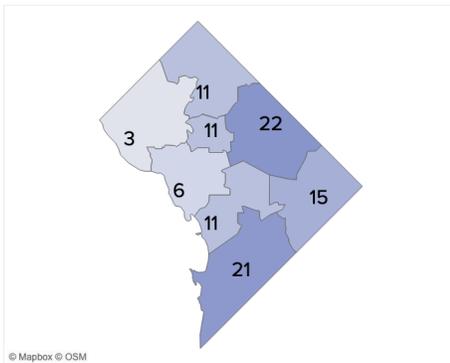
Appendix figure 9. Distance weighted supply and demand model for summer at-risk high school students



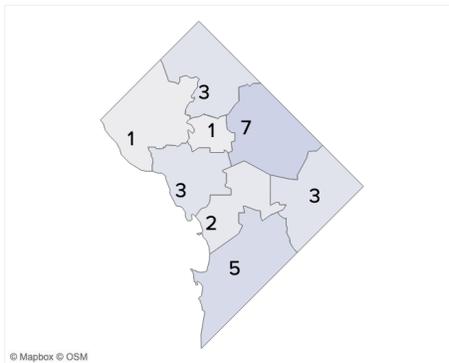
Additional figures on provider and parent characteristics

Appendix figure 10. Disability services offered by providers by ward

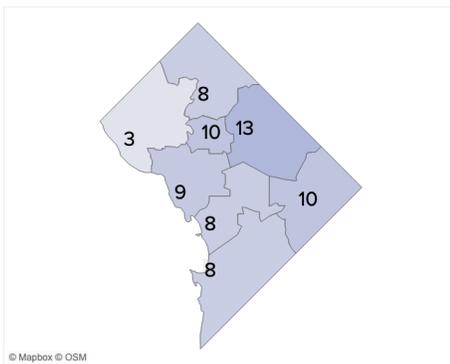
Behavioral support plans



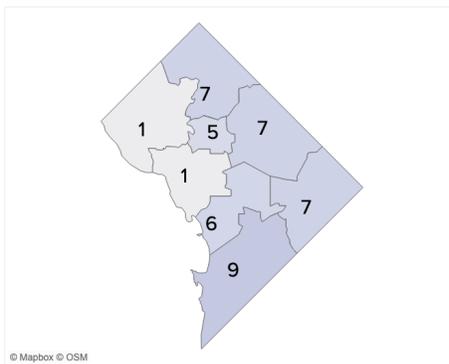
Nurses



Wheelchair access



Other services



Source: Provider survey conducted by the D.C. Policy Center.

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Appendix figure 11. Heatmap of program frequency by ward

	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Less than once per week	11%	11%	11%	11%	11%	11%	22%	11%
1 to 2 times per week	10%	11%	8%	16%	14%	10%	17%	14%
3 to 4 times per week	20%	4%	4%	14%	18%	12%	8%	22%
5 times per week	8%	7%	4%	17%	17%	9%	15%	23%
Other frequency	14%	8%	6%	13%	16%	13%	16%	14%

Note: Colors reflect the number of programs, percentages reflect the distribution across each timeslot. For example, 23% of the programs operating 5 days a week were in Ward 8.
Source: CBO and School survey responses, conducted by D.C. Policy Center.

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Appendix figure 12. Heatmap of program duration by ward

	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Less than 45 minutes per day		100%						
45 to 89 minutes per day	13%	10%	7%	15%	14%	11%	14%	15%
1.5 to 2 hours per day	8%	12%	6%	12%	15%	12%	12%	22%
2.1 to 4 hours per day	12%	6%	4%	16%	18%	9%	14%	21%
4.1 to 6 hours per day	6%	11%	11%	11%	17%	11%	22%	11%
More than 6 hours per day	25%			25%				50%
Other duration	15%	4%	6%	19%	13%	13%	19%	13%

Note: Colors reflect the number of programs, percentages reflect the distribution across each timeslot. For example, all of the programs operating for less than 45 min per day were in Ward 2, so that cell shows 100%.
Source: CBO and school survey responses, conducted by D.C. Policy Center.

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Summary tables from 2017 study

Appendix table 19. Estimated needs under four need metrics from the 2017 study

Metric	Definition	Estimated need		
		Pre-K - grade 8	Grades 9-12	Total
Universal coverage	All children and youth in public schools*	66,300	17,100	79,400
130 percent of the poverty line (broad income targeting)	Children and youth in public schools living in households under 130 percent of the poverty line	40,200	10,400	50,500
At-risk children and youth	Children and youth in public schools living in households determined to be "at-risk" for academic failure	30,300	9,000	39,300
100 percent of the poverty line (narrow income targeting)	Children and youth in public schools living in households below the poverty line	16,900	4,100	21,000

Note: *includes both D.C. Public Schools and public charter schools.

Rows may not sum to totals due to rounding.

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Appendix table 20. Estimated gaps in OST program capacity, 2017

Goal	Afterschool		Summer	
	PK3 - grade 8	Grades 9-12	PK3 - grade 8	Grades 9-12
Universal coverage	(37,600)	(12,400)	(61,600)	(6,300)
130 percent poverty	(11,400)	(5,600)	(35,500)	400
At-risk status	(1,600)	(4,300)	(25,600)	1,700
100 percent poverty	11,900	600	(12,200)	6,700

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Data sources

This report relies on the following data sources:

CBO survey

The D.C. Policy Center administered a survey to community-based organizations (CBOs) that provide out of school time programs in the District of Columbia. Our database of CBOs was compiled from a list of programs currently receiving OST funding, provided by Office of Out of School Time Grants and Youth Outcomes, and contact information compiled from the survey that the D.C. Policy Center administered for the 2017 report titled “Needs Assessment of Out-of-School Time Programs in the District of Columbia.” The survey was sent to 214 providers and received 103 responses.

Public Charter and non-Title 1 school survey

The D.C. Policy Center administered a survey to all public charter and non-title 1 schools that provide out of school time programs in the District of Columbia. The survey was sent to executives of 99 public charter schools and non-title 1 schools, and we received 78 responses. Title 1 school data was acquired from government sources.

Parent surveys and listening session

The D.C. Policy Center worked with PAVE to administer a survey to parents and guardians of children who are eligible to participate in OST programs. The survey was disseminated in both English and Spanish by Parents Amplifying Voices in Education (PAVE) and responses were received from 181 households, representing 318 children. To determine participants, PAVE collected a sample of their participating parents and guardians for whom they had complete demographic information and selected 200 parents or guardians that were representative of D.C. populations (by race, income, ward, etc.). PAVE sent messages to the selected parents and guardians asking if they wanted to opt-in to participate, and PAVE sent the survey to those that opted in. They sent several rounds of messages to an expanding group of parents given the response rates, attempting to get responses from households that were representative of student and family demographics. Those who completed the survey were given a \$50 gift certificate as an incentive.

Additionally, the D.C. Policy Center conducted a focus group on the experience of parents with OST programs on Saturday, October 29, 2022 at 1pm. The focus group was held at the PAVE Office, located at 1805 7th street NW, Washington, D.C. 20001, and childcare was provided. There were approximately 30 participants who were all members of PAVE’s citywide board. The D.C. Policy Center also received summary results of five parent listening sessions conducted by Georgetown students in conjunction with DC Action.

Data obtained from independent and government sources

Administrative data on OST programs and capacity was acquired from various D.C. government agencies and annual reports on the number of participants in the Marion Barry Summer Youth Employment Program, summer and school year participants in programs run by the Department of Parks and Recreation, and before- and afterschool program information run by title-1 schools (who receive government funding for programs). Data on public school student characteristics was acquired from the Deputy Mayor for Education.

Geographic data sources. The geographic data used in this report includes ward boundaries, neighborhood cluster boundaries, census tracts, census block groups and census blocks. Data are reported at the ward and neighborhood cluster level to avoid breach of confidentiality rules.

Methodology for seat estimates

Standardizing Seat Counts from Survey Respondents

- The median of any provided range of seats is used in calculations
- Approximations such as about, above, below n seats use the given number of seats in the response. For example: if a respondent states that there are over 50 available seats in the program, the number 50 is utilized in calculations.
- All pre-COVID and post-COVID responses use the post-COVID number in the calculations.
- If a respondent provided more than one unique

address in their survey, the total number of seats provided is distributed evenly across all locations.

- If a respondent noted that their program services both grade-band groupings of interest (PK3 to 8th grade and 9th to 12th grade) the total number of seats provided is distributed evenly across both grade bands.
- Any non-numeric responses were removed from the calculations.
- If a respondent provided seat counts for specific programming times (summer programming, afterschool programming, single day programming, etc.) these numbers were allocated directly to their respective capacity counts.

Geocoding Survey Responses

- If a respondent provided unique address information in their survey, these addresses were geocoded utilizing the census geocoder to produce geographic coordinates, the census tract, census block, census block group, and ward location.
 - Missing address information was filled, when possible, through online research or reaching out to respondents directly.
 - Spatial joins were used to populate missing geographic information not given by the census geocoder.
- If no geographic information was producible for a response, the corresponding seat estimates are omitted from any geospatial analysis, however they are included in any aggregated count analysis.

Methodology for need metrics

Two of the four need metrics developed for this report (universal coverage and at-risk coverage) come from student level data. The other two need metrics—broad and narrow income targeting—were developed using KIDS COUNT data, which required the following additional assumptions and modifications.

Number of children by age group and ward

We estimated the number of children and youth between the ages of 3 and 18 by using “population by age group and ward” data from KIDS COUNT. This data shows, by ward, children under 3 and children and youth under 18. We estimated the number of children and youth in the age category we are interested in by subtracting the number of children under 8 from the number of children and youth under 18. This allowed us to calculate the share of children and youth between the ages of 3 and 18 in the total number of children and youth under 18 for each ward.

Broad income targeting

We obtained the number of children and youth under the age of 18 who are eligible for CHIP from KIDS COUNT. For each ward, we multiplied this number by the share of children and youth between the ages of 3

Appendix figure 17. Distribution of D.C. public school students in different populations

Ward	Under 3	Under 18	Age 3 through 18	Share in under 18	CHIP eligible	CHIP eligible public school students	Children under the federal poverty line	Estimated number of public school students under the federal poverty line
District of Columbia	25,228	125,022	99,794	80%	86,779	69,268	0.228	22,753.03
Ward 1	2,704	11,854	9,150	77%	7,800	6,020.752	0.222	2,031.3
Ward 2	1,731	4,086	2,355	58%	2,494	1,437.438	0.107	251.985
Ward 3	2,098	12,305	11,207	84%	1,117	940.8658	0.015	168.105
Ward 4	3,511	19,523	16,012	82%	12,815	10,510.36	0.111	1,777.332
Ward 5	3,510	16,637	13,127	79%	11,973	9,446.99	0.192	2,520.384
Ward 6	3,972	14,355	10,383	72%	6,478	4,685.55	0.178	1,848.174
Ward 7	3,699	19,842	16,143	84%	18,084	15,190	0.382	6,166.626
Ward 8	4,003	25,420	21,417	84%	24,233	20,416.92	0.379	8,117.043

Source: KIDS COUNT, based on 2021 ACS.

and 18. Then we used grade distribution data for each ward calculated using student level data obtained from DME to estimate the number of children and youth living in households under 300 percent of FPL. This gave us the number of seats needed under the broad income target. We did not make any adjustments for private school or home school participation because we do not have Ward level data for these metrics. But we do not expect this to be a large number. Only in one instance, broad income targeting produced a seat number that is greater than actual enrollment for that ward and grade band (Ward 8, PK3 through grade 8).

Narrow income targeting

We obtained the share of children and youth under the age of 18 who are under 100 percent of FPL from KIDS COUNT. For each ward, we multiplied this number by the number of children and the share of children and youth between the ages of 3 and 18. Then we used grade distribution data for each ward calculated using student level data obtained from DME to estimate the number of children and youth living in households under 100 percent of FPL. This gave us the number of seats needed under the narrow income target.

Methodology for exposure maps and distance weighted supply and demand maps

Exposure calculations

The exposure maps used Section V were created in ArcGIS using our database of provider seats and student level data from DME, aggregated at the census block level. The exposure maps take the total number of OST seats within a certain distance of each student (in every direction) and weights the seat counts by the number of students who live in that census block. As such, areas with very large numbers of seats that also have large numbers of students living nearby may have low average estimates.

Distance weighted supply and demand models

The distance weighted supply and demand models use a two-stage floating catchment area (E2SFCA), a method created in the field of geography.⁴⁵ This method differs from the exposure maps in that it takes in a much wider range of seats, but weights them by distance, assuming that families will be more interested in and more likely to be able to access seats that are closer to them. The E2SFCA method measures the number of OST seats within a 2-mile radius and adjusts the provider capacity based on the number of students who could qualify for those seats. Thus, the method has two stages: first calculating the number of students in the catchment area around the OST provider's location, and then calculating the number of seats in the catchment area around the location of each student.

In stage one of the calculation, the capacity of each provider is weighted by the number of students in that area. The capacity (number of OST seats) of each provider is weighted by the number of students to obtain a seat-to-student ratio for every provider. In other words, it measures the number of students around each provider. Because of this, two providers with the same number of OST seats will have different capacity-to-population ratios if one has more students close by. This assumes that OST seats are less accessible the more students live nearby, and thus the more competition for a seat.

Stage two of the calculation determines the number of OST seats for each student location (based on where student's live). This measures the quantity of nearby seats around each student, adjusting for the number of students in that area. This measure increases if the student has many OST seats nearby and decreases if there are many students who live in the area and thus might compete for those seats.

Combining these into a visualization, we can see areas of nearby supply, adjusted for the number of students in that area and weighted by how close the providers are to students. This method shows areas of high supply where there are OST seats but very few students and can show areas as having low supply (even when there are the largest numbers of overall seats) if there are a lot of students who live in that area and are potentially competing for those seats.

Questionnaires

CBO questionnaire

Citywide Needs Assessment: Survey on Out-of-School Time Programs, Community Based Organizations

Dear Participant,

The D.C. Policy Center is partnering with the Office of the Deputy Mayor for Education (DME) to update the 2017 study of the Out-of-School Time programs offered across the District of Columbia and how well these programs meet the needs of students and families. The Out-of-School Time programs included in the analyses include afterschool and summer programs, weekend programs, seasonal programs and programs offered during school closures.

Community-based organizations are an important part of the Out-of-School Time Program landscape, and we are asking you to help support our data-collection efforts. The information you provide will help increase our understanding of the need for Out-of-School Time programs and allow us to assess if this need is being met.

Please complete and submit the survey by Friday, November 4, 2022. We appreciate your support.

DIRECTIONS: Please use the form below to report the type and capacity of your program(s). Use the information from the previous school year (2021-2022), and when possible, report the capacity and enrollment numbers for school year 2021-2022 and the previous four school years for questions in Section III.

Please submit a separate form for each of your programs. If you have questions, please email Emilia Calma at emilia@dcpolicycenter.org

Section I – Program Description

- * 1. Name of your organization.
- * 2. How long has the program been in operation?
 - Less than one year*
 - 1 to 4 years*
 - 5 to 9 years*
 - 10 to 14 years*
 - 15 to 19 years*
 - 20 or more years*

- * 3. Name of the Out-of-School Time Program.
- 4. Program description: Provide a brief description of the program.
- * 5. Where was the program offered?
 - School based*
 - Site based*
 - Combination of school and site based*
- * 6. School or site location: Please provide the mailing address program location.
- * 7. School or site location: Please indicate the Ward(s) in which the program is located. (Check all that apply)
 - Ward 1*
 - Ward 2*
 - Ward 3*
 - Ward 4*
 - Ward 5*
 - Ward 6*
 - Ward 7*
 - Ward 8*
 - Outside of D.C.*
- * 8. Time of the program: Check the option(s) which best describes when the program is offered.
 - Before school*
 - After school*
 - Weekends*
 - Seasonal breaks*
 - Summer*
 - Single-day school closures*
 - Other (please specify)*
- * 9. Frequency of the program: How often is the program offered (times per week)?
 - Less than 1 time per week*
 - 1-2 times per week*
 - 3-4 times per week*
 - 5 times per week*
 - Other (please specify)*
- * 10. Duration of the sessions: How many hours per day is the program offered?
 - Less than 45 minutes per day*
 - 45 to 89 minutes per day*
 - Between 1.5 and 2 hours per day*
 - Between 2.1 and 4 hours per day*
 - Between 4.1 and 6 hours per day*
 - More than 6 hours per day*
 - Other (please specify)*

* 11. What formats are available for youth to participate in your program? (Check all that apply)

- In person*
- Virtual*
- Hybrid*

12. Organizer: Does an outside vendor organize the program? If yes, provide the name of the vendor.

13. PTA involvement: Is the school PTA involved in program organization?

- Yes*
- No*

14. If the PTA is involved, please check all that characterize their role. (Check all that apply)

- Fundraising*
- Recruitment*
- Program support/volunteers*

Section II – Student Characteristics

* 15. Target Grade Level: At what grade level(s) is the program offered? Check all that apply.

- Pre-Kindergarten*
- Kindergarten - Grade 2*
- Grades 3 - 5*
- Grades 6 - 8*
- Grades 9 - 12*
- Non-traditional*

* 16. Age group: What are the ages of the children and youth served? Check all that apply.

- Under 5*
- 5*
- 6*
- 7*
- 8*
- 9*
- 10*
- 11*
- 12*
- 13*
- 14*
- 15*
- 16*
- 17*
- 18*
- 19*
- 20*
- 21*
- 22*
- Other (please specify)*

* 17. Racial background: What are the races of the children and youth served? Check all that apply.

- American Indian or Alaska Native*
- Asian*
- Black or African American*
- Native Hawaiian or other Pacific Islander*
- White*
- Two or more races*
- Other (please specify)*

* 18. Ethnic background: What are the ethnicities of the children and youth served? Check all that apply.

- Hispanic or Latino or Spanish Origin*
- Not Hispanic or Latino or Spanish Origin*
- Other (please specify)*

* 19. Racial background of majority of the children and youth served: What is the race of the majority of the children and youth served?

- American Indian or Alaska Native*
- Asian*
- Black or African American*
- Native Hawaiian or other Pacific Islander*
- White*
- Two or more races*
- Other (please specify)*
- None of the above*

* 20. Ethnic background of majority of the children and youth served: What is the ethnicity of the majority of the children and youth served?

- Hispanic or Latino or Spanish Origin*
- Not Hispanic or Latino or Spanish Origin*
- Other (please specify)*

* 21. Special populations: Does the program serve children and youth with special needs (e.g. students with disabilities, English learners, etc.)?

- Yes*
- No*
- Not sure*

* 22. Student groups: What group of children and youth with special needs does the program accommodate? (Check all that apply)

- English learners*
- Immigrants*
- Children and youth with disabilities*
- Undocumented youth*
- Children with individual education plans (IEPs) or 504s*
- Children with mental health needs*
- None of the above*

* 23. At risk factors: Does the program serve children and youth with “at-risk factors” as defined by the D.C. Official Code? Check all that apply.

- TANF or SNAP eligible*
- Foster Care*
- Academically delayed for one or more years*
- Homeless*
- None of the above*
- Not sure*

* 24. Approximately what percentage of children in your program are at-risk (as defined for funding purposes)?

* 25. On average, what percentage of students in your program are classified as special needs or as in need of accommodations (e.g.- IEP, disabled, etc.)?

26. What languages are spoken by the children and youth in your program?

- English*
- Spanish*
- Amharic*
- French*
- Krio*
- ASL*
- Mandarin and Cantonese*
- Other (please specify)*

27. How frequently are children in your program screened for mental health conditions by your program (e.g.- depression, anxiety, etc.)?

- Students are not screened by the program*
- Once a year*
- Twice a year*
- Three or more times a year*
- Other (please specify)*

Section III – Focus, Capacity, and Enrollment

* 28. Program focus: Which area below best describes the focus of the program? (Select all that apply)

- Academic (including tutoring)*
- Sports*
- STEM*
- Arts*
- Business*
- College readiness and preparation*
- Career readiness and preparation*
- Other (please specify)*

* 29. Capacity and enrollment: During what school year was the program last offered? (Include summers in the previous school year. For example, a summer program

offered in 2022 should be reported for SY 2021-2022)
SY 2022-2023
SY 2021-2022
SY 2020-2021
SY 2019-2020
SY 2018-2019

* 30. Was the program offered in SY 2021-2022?

- Yes*
- No*

31. Capacity and enrollment in prior years: If the program was offered in school year 2021-2022, please provide information on capacity using the questions below.

- Capacity*
- Enrollment*

* 32. Was the program offered in SY 2020-2021?

- Yes*
- No*

33. Capacity and enrollment in prior years: If the program was offered in school year 2020-2021, please provide information on capacity using the questions below.

- Capacity*
- Enrollment*

* 34. Was the program offered in SY 2019-2020?

- Yes*
- No*

35. Capacity and enrollment in prior years: If the program was offered in school year 2019-2020 please provide information on capacity using the questions below.

- Capacity*
- Enrollment*

* 36. Was the program offered in SY 2018-2019?

- Yes*
- No*

37. Capacity and enrollment in prior years: If the program was offered in school year 2018-2019 please provide information on capacity using the questions below.

- Capacity*
- Enrollment*

* 38. Was the program offered in SY 2017-2018?

- Yes*
- No*

39. Capacity and enrollment in prior years: If the program was offered in school year 2017-2018 please provide information on capacity using the questions below.

Capacity
Enrollment

* 40. Discontinued: Has the program been discontinued?

Yes
No

* 41. Reason for discontinuation: If so, please indicate why.

No interest from students/families
Too costly to offer
Too difficult to staff
The vendor discontinued
The program lost funding
Replaced by a similar program
Program was not discontinued
Other (please specify)

* 42. Access: Is the program open to participants enrolled in a specific school or all interested students?

In a specific school
All interested families
Not applicable

43. School information: If the program is limited to students enrolled in a specific school, please provide the name of the school(s).

Section IV – Information and access

* 44. How do your participants find you: What channels do you use to communicate your programs to parents and caregivers of your participants? (Check all that apply)

Learn24
Website
School meetings
PTA meetings
Social media
Other (please specify)

45. How often do you update program availability information on the Learn 24 website?

Weekly
Every other week
Monthly
Every other month
Every third month or less

* 46. Staffing source: Does your program rely on paid employees or volunteers to provide programming? Check all that apply.

Paid employees
Volunteers
DCPS teachers/athletic/other school staff

* 47. Staffing model: What was the ratio of staff to youth the most recent year this program was held?

Youth: Staff ratio is less than 11:1
Youth: Staff ratio is between 11:1 and 15:1
Youth: Staff ratio higher than 15:1

* 48. Students with disabilities: What services does your program provide for children with disabilities?

Behavioral support plans
Nurses to dispense medication
Wheelchair access to all events and activities
None of the above
Other (please specify)

* 49. Students with learning needs: Are program staff trained on access and inclusion for students with disabilities, e.g.- IEP and IDEA laws?

Yes
No
Not sure

50. If so, how frequently are they trained?

Weekly
Every other week
Monthly
Every other month
Every third month or less
Other (please specify)

* 51. English learners: Does your program have bilingual staff?

Yes
No

* 52. What languages are spoken by staff of your program?

English
Spanish
Amharic
French
Krio
ASL
Mandarin and Cantonese
Other (please specify)

Section IV – Funding

* 53. Funding Source: How is the program funded the last year it was held? Check all that apply.

- Fee for service-- parents pay full cost*
- Fee for service – parents pay on a sliding scale*
- Money raised privately through fundraisers, individual donations, or other sources of philanthropy.*
- Title I*
- 21st Century CLC*
- Other federal funding*
- Local government grant*
- Public, private, and corporate foundation*
- Federal pandemic recovery funding (ARPA/ESSER funds)*
- Learn24*
- Other (please specify)*

* 54. Cost to parents or guardians: Do you charge user fees to families?

- Yes*
- No*

55. Cost to parents or guardians: If you charge user fees to families, do you use a sliding scale based on family income?

- Yes*
- No*

56. Cost to parents or guardians: To your best knowledge, what share of the total program costs across all enrollees are paid for by parents or guardians?

- Between 75 and 100%*
- Between 50 and 75%*
- Between 25 and 50%*
- Less than 25%*

Section V – Final Comments

57. What are the main challenges, if any, that your organization has experienced in administering this program?

58. What are the main challenges, if any, that your organization faces as you try to scale/expand offerings? (Ex: space, staff, funding, etc.)

59. What changes has Covid caused to your organization and program (effects on employees, service provision, costs, etc.)?

60. What changes has Covid caused to the demand or capacity of your program?

61. Have participants had additional needs from your program this year, as compared to previous years? If yes, please give some examples.

62. Are there any other comments you would like to share?

Section VI – Additional Information

Information on the survey participant.

* 63. Your Name

* 64. Your email address

* 65. Your job title

* 66. Are you interested in sharing more with the D.C. Policy Center?

- Yes*
- No*

Copy of the questionnaire distributed to Non-title I and charter schools

Citywide Needs Assessment: Survey on Out-of-School Time Programs, D.C. Public Charter Schools, and Non-Title 1 schools

Dear School Leader,

The D.C. Policy Center is partnering with the Office of the Deputy Mayor for Education (DME) to update the 2017 study of the Out-of-School Time programs offered across the District of Columbia and how well these programs meet the needs of students and families. The Out-of-School Time programs included in the analyses include afterschool and summer programs, weekend programs, seasonal programs and programs offered during school closures.

School-based programs are an important part of the Out-of-School Time Program landscape, and we are asking you to help support our data-collection efforts. The information you provide will help increase our understanding of the need for Out-of-School Time programs and allow us to assess if this need is being met.

Please complete and submit the survey by Friday, November 4, 2022. We appreciate your support.

DIRECTIONS:

Please use the questionnaire below to report the type and capacity of your program(s). Use the information from the previous school year (2021-2022).

Please submit a separate form for each of your programs. If you have questions, please email Emilia Calma at emilia@dcpolicycenter.org

Section I – Program Description

- * 1. Name of your School.
- * 2. School or site location: Please provide the mailing address program location.
- * 3. School or site location: Please indicate the Ward(s) in which the program is located. (Check all that apply)
 - Ward 1
 - Ward 2
 - Ward 3
 - Ward 4
 - Ward 5
 - Ward 6
 - Ward 7
 - Ward 8
 - Outside of D.C.

- * 4. Do you offer out of school time (OST) programs?
 - Yes
 - No

- * 5. Frequency of the program: How often is the program offered (times per week)?
 - Less than 1 time per week
 - 1-2 times per week
 - 3-4 times per week
 - 5 times per week
 - Other (please specify)

- * 6. Time of the program: Check the option(s) which best describes when the program offered.
 - Before school
 - After school
 - Weekends
 - Seasonal breaks
 - Summer
 - Single-day school closures
 - Other (please specify)

- * 7. Duration of the sessions: How many hours per day is the program offered?
 - Less than 45 minutes per day
 - 45 to 89 minutes per day
 - Between 1.5 and 2 hours per day
 - Between 2.1 and 4 hours per day
 - Between 4.1 and 6 hours per day
 - More than 6 hours per day
 - Other (please specify)

- 8. Organizer: Does an outside vendor organize the program? If yes, provide the name of the vendor.

- * 9. Participation format: What formats are available for youth to participate in your program? (Check all that apply)
 - In person
 - Virtual
 - Hybrid

- 10. PTA involvement: Is the school PTA involved in program organization?
 - Yes
 - No

- 11. If the PTA is involved, please check all that characterize their role.
 - Fundraising
 - Recruitment
 - Program support/volunteers
 - Other (please specify)

Section II – Student Characteristics

* 12. Target Grade Level: At what grade level(s) is the program offered? Check all that apply.

- Pre-Kindergarten*
- Kindergarten - Grade 2*
- Grades 3 - 5*
- Grades 6 - 8*
- Grades 9 - 12*
- Non-traditional*

* 13. Special populations: Does the program serve children and youth with special needs (e.g. students with disabilities, English learners, at-risk students, etc.)?

- Yes*
- No*
- Not sure*

* 14. Student groups: What group of children and youth with special needs does the program accommodate? (Check all that apply)

- English learners*
- Immigrants*
- Children and youth with disabilities*
- Undocumented youth*
- Children with individual education plans (IEPs) or 504s*
- Children with mental health needs*
- None of the above*

* 15. Approximately what percentage of children in your program are at-risk (as defined for funding purposes)?

* 16. On average, what percentage of students in your program are classified as special needs or as in need of accommodations (e.g.- IEP, disabled, etc.)?

17. What languages are spoken by the children and youth in your program?

- English*
- Spanish*
- Amharic*
- French*
- Krio*
- ASL*
- Mandarin and Cantonese*
- Other (please specify)*

18. How frequently are children in your program screened for mental health conditions by your program (e.g.- depression, anxiety, etc.)?

- Students are not screened by the program*
- Once a year*
- Twice a year*
- Three or more times a year*
- Other (please specify)*

Section III – Focus, Capacity, and Enrollment

* 19. Program focus: Which area below best describes the focus of the program(s)? (Select all that apply)

- Academic (including tutoring)*
- Sports*
- STEM*
- Arts*
- Business*
- College readiness and preparation*
- Career readiness and preparation*
- Other (please specify)*

* 20. Capacity: In school year 2021-2022, how many slots were available in each grade band?

- Pre-kindergarten*
- Kindergarten - Grade 2*
- Grades 3-5*
- Grades 6-8*
- Grades 9-12*

* 21. Enrollment: In school year 2021-2022, how many students are enrolled in each grade band?

- Pre-kindergarten*
- Kindergarten - Grade 2*
- Grades 3-5*
- Grades 6-8*
- Grades 9-12*

Section IV – Program characteristics

* 22. Staffing source: Does your program rely on paid employees or volunteers to provide programming? Check all that apply.

- Paid employees*
- Volunteers*
- Teachers/athletic/other school staff*

* 23. Staffing model: What was the ratio of staff to youth the most recent year this program was held?

- Youth: Staff ratio is less than 11:1*
- Youth: Staff ratio is between 11:1 and 15:1*
- Youth: Staff ratio higher than 15:1*

* 24. Students with disabilities: What services does your program provide for children with disabilities?

- Behavioral support plans*
- Nurses to dispense medication*
- Wheelchair access to all events and activities*
- None of the above*
- Other (please specify)*

* 25. Students with learning needs: Are program staff trained on access and inclusion for students with disabilities, e.g.- IEP and IDEA laws?

- Yes
- No
- Not sure

26. If so, how frequently are they trained?

- Weekly
- Every other week
- Monthly
- Every other month
- Every third month or less
- Other (please specify)

27. English learners: Does your program have bilingual staff?

- Yes
- No

* 28. What languages are spoken by staff of your program?

- English
- Spanish
- Amharic
- French
- Krio
- ASL
- Mandarin and Cantonese
- Other (please specify)

Section IV – Funding

* 29. Funding Source: How is the program funded the last year it was held? Check all that apply.

- Fee for service—parents pay full cost
- Fee for service—parents pay on a sliding scale
- Money raised privately through fundraisers, individual donations, or other sources of philanthropy.
- Per pupil funding
- Title I
- 21st Century CLC
- Other federal funding
- Local government grant
- Public, private, and corporate foundation
- Federal pandemic recovery funding (ARPA/ESSER funds)
- Learn24
- Other (please specify)

* 30. Cost to parents or guardians: Do you charge user fees to families?

- Yes
- No

31. Cost to parents or guardians: If you charge user fees to families, do you use a sliding scale based on family income?

- Yes
- No

32. Cost to parents or guardians: To your best knowledge, what share of the total program costs across all enrollees are paid for by parents or guardians?

- Between 75 and 100%
- Between 50 and 75%
- Between 25 and 50%
- Less than 25%

Section V – Final Comments

33. What are the main challenges, if any, that your organization has experienced in administering this program?

34. What are the main challenges, if any, that your organization faces as you try to scale/expand offerings? (Ex: space, staff, funding, etc.)

35. What changes has Covid caused to your organization and program (effects on employees, service provision, costs, etc.)?

36. What changes has Covid caused to the demand or capacity of your program?

37. Have participants had additional needs from your program this year, as compared to previous years? If yes, please give some examples.

38. Are there any other comments you would like to share?

Section VI – Additional Information

Information on the survey participant.

* 39. Your Name.

* 40. Your email address.

* 41. Your job title.

* 42. Would you like to share more with the D.C. Policy Center?

- Yes
- No

Copy of parent survey

Citywide Needs Assessment: Survey on Out-of-School Time Programs for Parents and Guardians

Dear Parent or Guardian:

The D.C. Policy Center is partnering with the Office of the Deputy Mayor for Education (DME) to study Out-of-School Time (OST) programs offered across the District of Columbia and how well these programs meet the needs of District's children and youth. The Out-of-School Time programs included in the study are the afterschool and summer programs, weekend programs, seasonal programs, and programs offered during school closures.

We are working with Parents Amplifying Voices in Education (PAVE) to help conduct this survey. Parents who complete this survey will receive a \$50 gift certificate to Amazon. If you have questions about this, you can contact james.treuthardt@dcpave.org.

Parents' experiences with finding OST programs that are accessible and meet their children's needs is an important component of an adequate and successful OST program landscape. We are asking you to help us better understand your experiences, expectations, and needs. The information you provide will help us learn more about the need for Out-of-School Time programs that serve D.C. public school students and assess whether this need is being met.

Please complete and submit the survey by Friday, November 4, 2022. We appreciate your support.

Directions:

If you have more than one child in your care, fill out section 2 for each child, in the order of oldest to youngest.

Demographic information

1. In which Ward do you live?

- Ward 1*
- Ward 2*
- Ward 3*
- Ward 4*
- Ward 5*
- Ward 6*
- Ward 7*
- Ward 8*
- Outside of D.C.*

2. What is your race?

- White or Caucasian*
- Black or African American*
- Asian or Asian American*
- American Indian or Alaska Native*
- Native Hawaiian or other Pacific Islander*
- Two or more races*
- Not applicable, not sure, or decline to answer*

3. What is your ethnicity?

- Hispanic or Latino*
- Not Hispanic or Latino*
- Not applicable, not sure, or decline to answer*

4. What is your household income?

- Under \$49,999*
- Between \$50,000 and \$74,999*
- Between \$75,000 and \$99,999*
- Between \$100,000 and \$149,999*
- Between \$151,000 and 199,999*
- Over \$200,000*

* 5. Children in the household: How many children do you have under your care or for whom you are a guardian?

- 1*
- 2*
- 3*
- 4*
- 5*
- 6*
- 7*
- 8*
- 9*
- 10*

Your child's experience with OST programs

Fill out this section for each child in your care. Start with your oldest child.

96. Please indicate the age of your child.

97. In what grade is the child in your care?

- Pre-Kindergarten*
- Kindergarten*
- 1st Grade*
- 2nd Grade*
- 3rd Grade*
- 4th Grade*
- 5th Grade*
- 6th Grade*
- 7th Grade*

- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- Other

98. Which of the following best describes your child's experience with out of school time (OST) programs? Please select all that apply.

- My child is currently participating in an afterschool program.*
- My child is currently participating in a weekend program.*
- My child previously participated in a program.*
- My child will participate in a program, but hasn't started yet.*
- I want my child to participate, but they currently are not.*
- There are no plans for my child to participate.*
- I'm not sure.*

99. If your child does not participate in an OST program, please select all of the reasons.

- The program was hard to get in to.*
- The application process was hard to navigate.*
- My family's first choice of programs was unavailable.*
- The program was too expensive.*
- I couldn't find information about programs.*
- The program my child wanted to join was too far away.*
- We have concerns about health and safety regarding COVID-19.*
- We have concerns about safe passage.*
- There are no transportation options appropriate or convenient for my child to get to the program.*
- Program times conflicted with my work schedule.*
- Program times conflicted with other obligations.*
- None of the programs interested my child(ren).*
- None of the programs were age appropriate for my child(ren).*
- None of the programs provided services my child's needs (accessibility ramps, content for English learners, etc.).*
- Other (please specify)*

100. Has your child been screened for mental health conditions such as depression or anxiety in the last year?

- Yes
- No
- Not sure
- Decline to answer

101. In what languages does your child communicate fluently? Check all that apply.

- English*
- Spanish*
- Amharic*
- French*
- Krio*
- ASL*
- Mandarin or Cantonese*
- Other (please specify)*

102. Access for children with disabilities: Does your child receive services for any of the following needs? (Check all that apply)

- Special Education Program or has had an Individual Education Plan (IEP)*
- English as a Second Language*
- Physical disabilities*
- Not applicable, not sure, or decline to answer*
- Other (please specify)*

103. If your child falls into any of the above categories, did the out of school time programming accommodate your child's needs?

- Yes
- Yes, but it was not available
- No
- Not applicable

104. If your child has a disability, what support would your child need to participate in an out-of-school time program? What concerns, if any, do you have about your child's participation in out-of-school time activities?

105. Do you believe that disclosing your child's disability reduces the chances of your child being accepted into an OST program?

- Yes
- No
- Not sure
- Not applicable

Information on out of school time programs

106. Please check the box that best fits your opinion: Out of school time programs provide my child(ren) a safe place to go and a convenient, safe way to get there?

- Strongly disagree*
- Disagree*
- Do not agree or disagree*
- Agree*
- Strongly agree*
- N/A*

107. Which out of school program outcome is most important to you (pick one)?

- Increasing test scores*
- Learning a new skill or topic*
- Keeping kids safe*
- Healthier kids (through fitness and nutrition activities)*
- Social or emotional development*
- Development of creative or artistic skills*
- Childcare*
- Other (please specify)*

108. Which out of school program outcomes are important to you? Check all that apply.

- Increasing test scores*
- Learning a new skill or topic*
- Keeping kids safe*
- Healthier kids (through fitness and nutrition activities)*
- Social or emotional development*
- Development of creative or artistic skills*
- Childcare*
- Other (please specify)*

109. What could be better about out of school programming communication and available information?

110. What could be better about out of school time programming types, locations, and availability?

111. How do you currently access information about out of school time (OST) programs? Check all that apply.

- My child(ren)'s school(s)*
- Recreation centers*
- My friends and family*
- Learn24 program finder*
- PTA meetings*
- Social media*
- Website*
- Other (please specify)*

112. How would you prefer to access information about out of school time (OST) programs? Check all that apply.

- My child(ren)'s school(s)*
- Recreation centers*
- My friends and family*
- Learn24 program finder*
- PTA meetings*
- Social media*
- Website*
- Other (please specify)*

113. How easy or hard is it to find information about OST programs offered in different locations?

	<i>Very hard to find</i>	<i>Hard to find</i>	<i>Neither easy or hard to find</i>	<i>Easy to find</i>	<i>Very easy to find</i>	<i>N/A</i>
<i>Programs at my child's school</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programs at recreation centers</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programs at libraries</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Programs in other locations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

114. How easy or hard is it to find information about characteristics of OST programs?

	<i>Very hard to find</i>	<i>Hard to find</i>	<i>Neither easy or hard to find</i>	<i>Easy to find</i>	<i>Very easy to find</i>	<i>N/A</i>
<i>Program hours</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Content (arts, STEM, sports, etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Supports for English learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Accommodation for students with disabilities</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Accommodation for students with special education needs</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Contact information

Your information will not be shared, but is necessary to disseminate gift certificates.

115. Your name

116. Your email

117. Would you like to share more with the D.C. Policy Center?

- Yes
- No

Endnotes

- ¹ District of Columbia Public Schools: Supports for English Learners. Available at <https://dcps.dc.gov/service/supports-english-learners-els#:~:text=An%20EL%20student%20is%20defined,need%20support%20programs%20and%20services>
- ² 2021-22 School Year Enrollment Audit Report and Data retrieved from <https://osse.dc.gov/node/1579401> using the "audited enrollment" category in the associated data files. See the About the Data section later in the report.
- ³ The analyses excludes students identified as adult, alternative, and full special education schools. It also excludes students enrolled in Goodwill Academy, since most students attending this school are older, and work. With these adjustments, the number of students included in the analyses is 88,482.
- ⁴ The number of students attending grade 9 through 12 is 18,594 when adjusted as described in note 3.
- ⁵ There are also an estimated 4,640 OSSE-funded slots for school-aged children at licensed child development centers offering before- and afterschool and summer programs. They are excluded from this analysis.
- ⁶ Cosden M., Morrison, G., Albanese, A.L., & Macias S. (2001). When Homework is not Home Work: After-School Programs for Homework Assistance. *Educational Psychologist* 36 (3).
- ⁷ See, for example, National Institute of Child Health and Human Development Early Child Care Research Network, (2004). Are Child Developmental Outcomes Related to Before- and After-School Care Arrangements? Results from the NICHD Study of Early Child Care. *Child Development*, 75: 280–295. doi:10.1111/j.1467-8624.2004.00669; Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). "A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents." *American Journal of Community Psychology*, 45(3-4), 294-309. Retrieved from <http://dx.doi.org.proxy-ygw.wrlc.org/10.1007/s10464-010-9300-6>; or Durlak, J. A., & Weissberg, R. P. (2007). The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
- ⁸ See, for example, Gottfredson, D. C., Gerstenblith, S. A., Soule, D. A., Womer, S. C. & Lu, S. (2004). Do After School Programs Reduce Delinquency? *Prevention Science* 5, (4) (12): 253-66. Retrieved from <http://prox-ygw.wrlc.org/login?url=https://search-proquest-com.proxygw.wrlc.org/docview/222774823?ac-countid=11243> or Taheri, S. A., Welsh, B. C. (2015) After-School Programs for Delinquency Prevention: A Systematic Review and Meta-Analysis. *Youth Violence and Juvenile Justice*, Vol. 14(3) 272-290. Retrieved from <http://journals.sagepub.com.proxygw.wrlc.org/doi/pdf/10.1177/1541204014567542>.
- ⁹ High quality programming is often defined as having small group settings, trained staff, structured activities, clear goals, and strong relationships with communities, families, and schools. Zakai et al, 2002; Grossman et al, 2009; Little et al, 2008.
- ¹⁰ Love, J. M., Harrison, L., Sagi-Schwartz, A., van IJzendoorn, M. H., Ross, C., Ungerer, J. A., Raikes, H., Brady-Smith, C., Boller, K., Brooks-Gunn, J., Constantine, J., Kisker, E. E., Paulsell, D. and Chazan-Cohen, R. (2003), *Child Care Quality Matters: How Conclusions May Vary with Context*. *Child Development*, 74: 1021–1033. doi:10.1111/1467-8624.00584
- ¹¹ Bodilly, S., & Beckett, M. K. (2005); Cooper, H., Charlton, K., Valentine, J. C., & Muhlenbruck, L. (2000); Little, P. M. D., Wimer, C., & Weiss, H. (2008).
- ¹² Weitzman et al, 2008; Afterschool Alliance, 2014.
- ¹³ Sayin, Yesim and Kathryn Zickuhr (2017). Needs Assessment of Out-of-School Time Programs in the District of Columbia, D.C. Policy Center, Washington D.C. Available at <https://dcpolicycenter.wpenginepowered.com/wp-content/uploads/2017/10/FINAL-OST-DRAFT.OCTOBER-16.corrected.pdf>.
- ¹⁴ It is important to note that this is different from the findings of this report, which uses survey data from both program providers and administrative data from the D.C. Government to show that coverage was at 43 percent for elementary and middle school students, combined, and 33 percent for high school students.
- ¹⁵ It excludes 5,579 students enrolled in adult charter schools; and 1,065 students enrolled in alternative high schools. In addition to students marked as enrolled in alternative schools, we excluded Goodwill Excel Center from the analyses. Even though this school is not marked as adult or alternative in the data set, it serves older youth.
- ¹⁶ The D.C. Policy Center also geocoded student residence and school data at the census block, block group, and tract level. This information is later used in developing exposure maps and charts.
- ¹⁷ 2021-22 School Year Enrollment Audit Report and Data retrieved from <https://osse.dc.gov/node/1579401>.
- ¹⁸ Four neighborhood clusters are excluded from the analyses because there were too few students living within these boundaries. For a full list of neighborhood clusters and

enrollment at each cluster, see Appendix table 1.

¹⁹ KIDS COUNT D.C. Population by age group by Ward, 2021. This data has been constructed using the 5-year data summary from the American Community Survey for the period 2017-21. It shows the number of children in Ward 2 between the ages of 3 and 18 is 2,385, or only 2.4 percent of children in this age group in the city (99,794)

²⁰ These include Congress Heights, Bellevue, Washington Highlands in Ward 8, Columbia Heights, Mt. Pleasant, Pleasant Plains, Park View in Ward 1, and Brightwood Park, Crestwood, Petworth cluster in Ward 4. See appendix table 1 for a full list of neighborhood clusters.

²¹ These include Takoma, Brightwood, Manor Park cluster in Ward 4, Union Station, Stanton Park, Kingman Park cluster split between Wards 6 and 7, Douglas, Shipley Terrace cluster in Ward 8, and Capitol View, Marshall Heights, Benning Heights cluster in Ward 7.

²² Coffin, Chelsea and Julie Rubin (2023). "The role of school boundaries in the District of Columbia: Facts and findings on boundary participation, student representation, and facility utilization." D.C. Policy Center. Available at <https://www.dcpolicycenter.org/publications/school-boundaries/>

²³ Because of this, MBSYEP are not included in location-based analyses in this report or in Ward-level counts.

²⁴ There are also some slots funded by OSSE in licensed child development facilities, but for reasons outlined in the Limitations and Omissions section, these slots are not included in this study.

²⁵ Capacity data was obtained from providers through a D.C. Policy Center administered survey, found in the Appendix, as well as through grant data from the Office of the State Superintendent of Education and some independent provider contributions of data.

²⁶ Capacity data was obtained from non-Title I schools and charter schools, through a D.C. Policy Center administered survey, found in the Appendix. Capacity data for Title I DCPS schools has been reported by DCPS.

²⁷ The data for the MBSYEP is obtained from DOES. During this year there were 12,469 total seats. We have estimated the percentage of high school aged youth using age distribution data for 2021 available at <https://lms.dccouncil.gov/downloads/LIMS/51134/Introduction/RC24-0213-Introduction.pdf>.

²⁸ For details, see Afterschool Alliance, 2020.

²⁹ If the Afterschool Alliance findings are correct, then there are as many unserved children and youth in the District of Columbia as those who are served. For afterschool programs, this number could be as high as 36,360 at the earlier grade band, and 6,090 at the high school level. It is important to note that these numbers are driven by capacity estimates. Not all seats are taken, and some seats are not used regularly.

³⁰ This is the total enrollment at District's public schools (DCPS and public charter schools) in grades PK3 through grade 12. The source of this data is the student level data received from DME.

³¹ The 2017 report had relied on four metrics, ordered in the number children and youth who would have to be served in descending order: universal coverage, broad income targeting (130 percent of FPL), at-risk, and narrow income targeting (100 percent of FPL). We were surprised to see that the number of children and youth who would have to be served under the

"at-risk" target became larger than 130 percent of FPL in 2021. For this reason, we added another income target set at 300 percent of FPL. It is important to note that one should take care in comparing the two reports as target definitions have changed.

³² In D.C., there is no separate CHIP program. Children under 319 percent of federal poverty level could be enrolled in Medicaid. or details, see <https://www.medicaid.gov/medicaid/national-medicaid-chip-program-information/medicaid-childrens-health-insurance-program-basic-health-program-eligibility-levels/index.html>.

³³ Estimates for the number of children and youth eligible for CHIP and under 100 percent of FPL are based on the distribution of enrollment between elementary, middle, and high schools. Children and youth in poverty is based on poverty levels for all children under 18, weighed by ward.

³⁴ For instance, research on programs for teens also suggests that even the most successful out-of-school time programs have participation rates of about 60 percent, and even lower retention rates (about 20 percent). American Youth Policy Forum. (2006).

³⁵ "Public schools" includes both traditional public school and public charter schools.

³⁶ Appendix table 7 and Appendix table 8 provide additional details.

³⁷ That is, there is more overlapping among economic and academic disadvantages for older youth.

³⁸ The current definition for "at risk" includes children and youth who qualify for TANF or SNAP, children and youth who are homeless, children and youth in the District's child welfare system, and high school youth who are at least one year older than the expected age for the grade in which they are enrolled.

³⁹ Afterschool Alliance (2020), America After 3 PM.

⁴⁰ Ward 2 has three city-wide DCPS schools serving high school students and two public charter schools. Ward 6 has three public charter high schools.

⁴¹ It is important to note that these maps show the supply of OST seats relative to student's residence and does not consider where they go to school or ability to travel to other wards. The methodology does not allow us to do the same analyses based on where students go to school. This is because there only a handful of census blocks that hold schools, and the methodology requires a large variation in census blocks.

⁴² <https://find.myschooldc.org/>

⁴³ Where location specific funding would be provided is dependent on policy goals. For example, funding could be targeted in areas where students live, where they go to school, or at third party locations such as recreation centers.

⁴⁴ <https://dc.gov/event/edfest-district%E2%80%99s-annual-public-school-fair>

⁴⁵ Luo, W., & Qi, Y. (2009). An enhanced two-step floating catchment area (E2SFCA) method for measuring spatial accessibility to primary care physicians. Health Place, 15, 1100-1107. <http://dx.doi.org/10.1016/j.healthplace.2009.06.002>